DOCUMENT RESUME

ED 039 460 AC 006 991

AUTHOR	Ferguson, John L.; And Others
TITLE	A Survey of Adult Basic Education in Missouri, 1965-1969.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
PUB DATE	Aug 69
NOTE	114p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.80
DESCRIPTORS	*Adult Basic Education, Adult Dropouts, Age Differences, Costs, Curriculum, Facilities, Females, Financial Support, *Followup Studies, Functional Illiteracy, Income, Males, Motivation, Participant Satisfaction, Personnel, *Program Administration, *Program Evaluation, Race, Statistical Data, Student Problems, Testing
IDENTIFIERS	Missouri

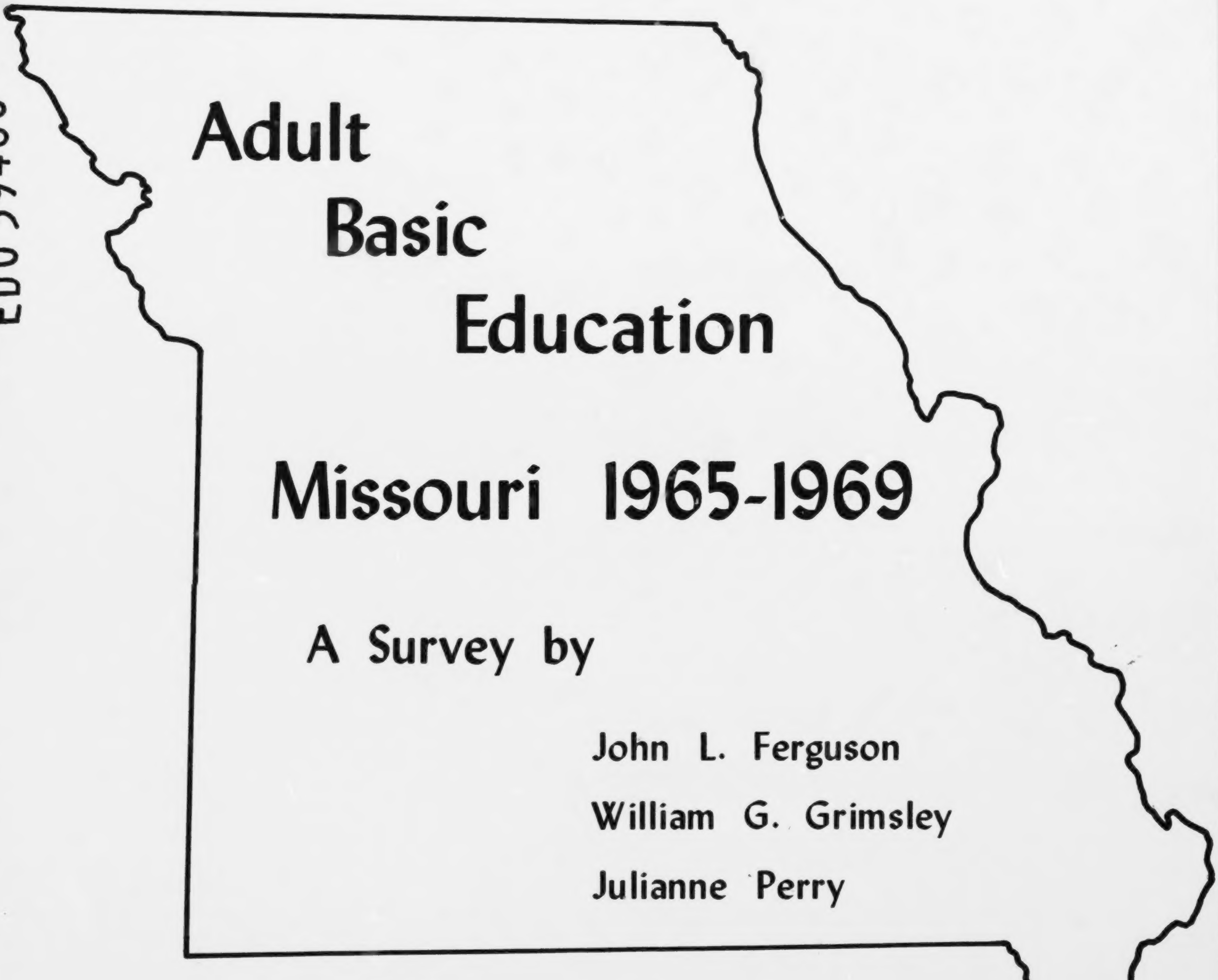
ABSTRACT

This investigation entailed surveys of the operation of the Missouri State Office of Adult Basic Education (ABE) and of local program characteristics, as well as of followup study of adults (enrollees age 25 or over with less than eight years of schooling) who terminated during the 1967-68 fiscal year. Interviews, a questionnaire, and state records provided data on state organization and staffing, operational procedures and costs, and services. Data were also gathered on program organization and administration; ABE teachers and other full time and part time staff; the curriculum and instructional materials; student background; program graduates and nongraduates; plans (if any) for continuing education; students' subsequent employment status, work history, and income; student opinions on their ABE experience; and student probmems. Findings led to several recommendations, both general and specific, on instruction and program administration. (The document includes three questionnaires, suggested data bank and cumulative record items, 22 tables and charts, and a map showing functional illiteracy figures for Missouri counties.) (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED0 39460



Adult Basic Education

Missouri 1965-1969

A Survey by

John L. Ferguson
William G. Grimsley
Julianne Perry

College of Education
University of Missouri - Columbia
Columbia, Missouri
August 1969

AC006991

ED0 39460

A SURVEY
OF
ADULT BASIC EDUCATION
IN
MISSOURI
1965--1969

John L. Ferguson
William G. Grimsley
Julianne Perry

College of Education
University of Missouri-Columbia
Columbia, Missouri

August, 1969

TABLE OF CONTENTS

Page

LIST OF TABLES vi

LIST OF CHARTS viii

LIST OF FIGURES ix

Chapter

I. PROCEDURES 1

SURVEY PROCEDURES 1
Development of Instruments Used 5
Collecting the Data 6
Organization of Remainder of Report . . . 7

II. RESULTS OF THE SURVEY AT THE STATE LEVEL 8

STATE ORGANIZATION AND STAFF . . . 8
Organization 8
Staff 8
Staff Qualifications 11

OPERATIONAL PROCEDURES 11
Funding for Local Programs 11
Relationship with Other Agencies 13
Records 13
Fiscal Operations 14
Evaluation 14
State Guidelines 15

COST OF OPERATION 15
Total Expenditures 15
State Office Costs 16
Local Cost of Operation 16
Per Student Cost 17
Per Instructional Hour Cost 18
Local Administrative Cost 19
Local Instructional Costs 20

Chapter Page

SERVICES PROVIDED 22
  Training Programs 22
  Consultative 23
  Determination of Target Population 23
  Curriculum Development 27

III. RESULTS OF LOCAL SURVEY 29

PROGRAM ORGANIZATION AND OPERATION 29
  Organization 29
  Cost of Operation 30
  Records 30
  Working Relationship with Other Agencies . 31
  Size of Program 32
  Physical Facilities 32
  Target Population 33
  Recruitment 33
  Program Evaluation 34
  Follow-up 34
  Post-program Assistance 35
  Dropouts 35
  Additional Operations Information 36
  Innovations by Local Programs 37

STAFF 38
  Staff Selection 39
  Salaries and Wages 40
  Qualifications and Experience 42
  Duties 44
  Class Size 46
  Staff Turnover 46

CURRICULUM 46
  Instructional Aids 48
  Testing 49
  Research 49
  Resource People 50
  Grade Levels 51
  Individualized Instruction 51

STUDENTS 52
  Reasons for Enrollment 52
  Graduation Rate 53
  Retention Rate 54

Chapter Page

VI. RESULTS OF THE ENROLLEE FOLLOW-UP STUDY 55

DATA COLLECTION 55

FINDINGS OF THE SURVEY 56

V. OBSERVATIONS AND RECOMMENDATIONS. . 63

OBSERVATIONS 63
State 63
Local 65
Follow-up 67

RECOMMENDATIONS 68
General Recommendations 68
Specific Recommendations 69

APPENDIXES 72

A. State Department Questionnaire 73

B. Program Characteristics Questionnaire . . . 76

C. Follow-up Survey Questionnaire 90

D. Per Student Cost, Per Instructional Hour Cost, and Percent of Total Expenditures by Line Item 91

E. Suggestions for Cumulative Record 100

F. Suggestions for Data Bank 103

LIST OF TABLES

Table Page

1. State Administrative Cost as a Percentage of Total Expenditures 15
2. Administrative Cost at State Level Federal and State Percentages 16
3. Local Program Expenditures 17
4. Cost Per Student Enrolled 18
5. Cost Per Instructional Hour 19
6. Percent of Total Expenditures Allocated to Administrative Cost by Local Programs . . . 20
7. Percent of Total Expenditures Allocated to Instructional Costs by Local Programs . . . 21
8. Distribution of Students by Grade Level 24
9. Distribution of Students by Sex 26
10. Distribution of Students by Age Range 26
11. Distribution of Students by Race 27
12. Expenditures by Local Programs with Federal and Local Share 30
13. Number of Full-time and Part-time Personnel Authorized at Time of Budget Request 38
14. Hourly and Monthly Wages for Part-time and Full-time Personnel from Budget Authorization 41
15. Approximate Hours Needed to Complete a Given Level 51
16. Estimates of Percentage of Students Who Complete a Given Level 53

Table Page

17. Estimated Percentage of Students Remaining to Continue on to the Next Level 54

18. Per Student Cost and Per Instructional Hour Cost 91

19. Percent of Total Expenditures by Line Item . . 93

LIST OF CHARTS

Chart Page

I. State Department of Education Organizational Chart July 1969 9

II. Organizational Structure of ABE in 1969 10

III. Organizational Structure of Typical Local Program 29

LIST OF FIGURES

Figure Page

1. Number of Adults 25 and Over with 8 Years or Less of Education 1960 Census 25

Chapter I

PROCEDURES

Although some form of adult basic education has been operating throughout the State of Missouri for several years, it was not until 1965 that a concerted effort was made to combat the undereducation of adults. In 1965 the Department of Adult Basic Education was established within the State Department of Education under the provisions of Title II-B of the 1964 Economic Opportunity Act. Mr. Bill J. Ghan has served as director of the program since its inception.

Upon the initiation of Mr. Ghan, this evaluative study was conducted. Basically, the study was to serve two purposes: (1) to determine the status of adult basic education in Missouri and, (2) to propose methods for future evaluation in terms of more specific outcome criteria.

SURVEY PROCEDURES

The goals of education are generally stated in broad terms, and may be illustrated by the following statement from the Missouri Manual of Operations for Adult Basic Education programs:

> Adult Basic Education instruction is designed to teach persons 18 years of age and older to read and write English and to substantially raise their educational level. It is designed to make them less likely to become dependent on others, improve their ability to benefit from occupational and homemaking training, increase their opportunities for more productive and profitable employment and make them better able to meet their adult responsibilities.

From a research standpoint the ability to evaluate the effectiveness of a reading program would not be too difficult provided appropriate pre- and post-test scores were available; nor would a determination of an increase in education level if substantial numbers of enrollees were to complete the eighth grade equivalency. However, in either case appropriate data is limited or lacking. It is more difficult, and perhaps impossible, to adequately evaluate in an ultimate sense whether a person is less likely to be less dependent or is able to more readily assume adult responsibilities, until such time that adequate or reliable criteria are established for these objectives.

A second major source of difficulty in assessing the outcomes of adult basic education is the personal goals of the enrollees and the structure of classes to meet enrollee needs. Personal goals are idiosyncratic; they vary from those attempting to increase their job opportunities to the grandmother who wants to read to her grandchild. Instructional programs are equally varied because classes are organized to meet these widely varying needs; the instructors are encouraged to retain maximum flexibility in meeting individual needs; and limitations are placed upon the student's ability to attend. Despite all the variants of personal goals and organizational structures, the basic objectives of local programs remain within the stated objectives.

After reviewing the objectives of the Missouri program, the decision was made that it would not be practical nor possible at this time to evaluate adult basic education in Missouri entirely in terms of the stated objectives. The decision was made to conduct the evaluation utilizing data which should reflect an indirect, as well as direct, influence upon the attainment of the overall objectives of the State program. A relationship may be inferred between program status and stated objectives.

This study was divided into three phases: (1) a survey of the operation of the State office, (2) a survey of the characteristics of local programs, and (3) a follow-up survey of adults who terminated during the fiscal year 1967-68. Listed below are the types of information sought for use in the study:

A. Survey of the Operations of the State Office.

1. State Organization and Staff

    a. Organizational structure and standing of the ABE program within the State Department of Education.
    b. Number of full-time and part-time personnel.
    c. Qualifications of State staff.
    d. Coverage by Merit System and staff turnover rate.
    e. Working relationship with State fiscal and auditing personnel.

2. Operational procedures

    a. Procedures involved in approving and funding local programs.
    b. Working relationship with internal and external agencies (USES, HDC, etc.) concerned with ABE.
    c. Records keeping and reporting systems in use.
    d. State allocation of funds for local programs.
    e. Methods, procedures, and criteria used by the State staff to evaluate and control local programs.

3. Cost of operations

    a. Federal and State funds available annually.
    b. Cost of operation at the State and local levels.

4. Services provided

    a. ABE program personnel and training development projects conducted for the benefit of local personnel.
    b. Consultative activities for local programs.
    c. Determination of target population.
    d. Curriculum development activities.

B. Survey of Program Characteristics for Local Programs.

1. Program Organization and Operation

    a. Organizational structure of a typical program and relative standing within the educational agency.
    b. Federal, State, and local funds available annually; comparison ratio.
    c. Records keeping and reporting systems in use.
    d. Working relationship with State and other internal and external agencies.
    e. Size of programs.
    f. Physical facilities.
    g. Area target population.
    h. Methods of recruitment.
    i. Methods of staff and program evaluation.
    j. Type and use of follow-up studies.
    k. Post program assistance for graduates (job placements, recommendations, etc.)
    l. Encouragement of potential dropouts to remain.
    m. Miscellaneous operations information.
    n. Innovations by local programs.

2. Staff

   a. Number of ABE personnel.
   b. Methods of staff selection.
   c. Staff salaries and wages.
   d. Staff qualifications and experience related to ABE students.
   e. Description of duties.
   f. Class size.
   g. Staff turnover rate.

3. Curriculum

   a. Textbooks and materials in use.
   b. Type and use of audio-visual equipment and instructional aids.
   c. Testing.
   d. Nature and results of experiments with different teaching methods and materials.
   e. Number and use of community resource personnel.
   f. Number of hours required to raise students one grade; three grade levels.
   g. Degree to which instruction is individualized.

4. Students

   a. Demographic data (separately for graduates and dropouts).
      (1) Age
      (2) Sex
      (3) Race
      (4) Marital and Family status
      (5) Employment status
      (6) Family income
      (7) Residence
      (8) Prior educational level
   b. Reason for enrollment.
   c. Graduate rate.
   d. Dropout rate.
   e. Average number of grade levels achieved by dropouts before leaving.
   f. Reasons for leaving.
   g. Attendance records (graduates and dropouts).

5. Follow-up study
    - a. Employment status.
    - b. Work history since ABE course; to include new jobs or upward movement.
    - c. Income.
    - d. Opinions about their ABE experience.
    - e. Problems encountered during ABE experience.

Development of Instruments Used.

The desired list of data to be collected was extensive, but not exhaustive. However, as the development of the survey instruments progressed, it became apparent that adjustments would have to be made because some types of data were not available. Although data were obtained for most of the items, some limitation was placed upon the extensiveness for evaluation purposes.

The development of the survey instruments began with a review of basic documents relating to State and local programs. After a general familiarization with the operation of ABE in the State, preliminary drafts were developed of the instruments.

The instrument used to collect the data from the Department of Adult Basic Education was developed by the Evaluation Project staff using the guidelines suggested by the U. S. O. E. Bureau of Adult Basic Education. Some modifications were made so as to adapt to the data available in Missouri. The final form of the State level questionnaire is presented in Appendix A.

The preliminary draft for use at the local level was refined after a critique to determine its appropriateness and applicability with State and local program directors and other personnel. Preliminary tryouts of the instrument were conducted with the directors of the local programs in Columbia, Mexico, Kansas City, St. Louis, and Sikeston. Not only did these interviews help in the development of the final instrument, but useful information was obtained about the operation of ABE programs at the local level. The final form, which was called the Program Characteristics Questionnaire, is presented in Appendix B.

The third instrument developed was a questionnaire to be used in a mailed follow-up of a sample of those adults who had completed or terminated their program during 1967-68. This survey served two purposes: (1) to obtain data relevant to objectives of ABE and (2) to provide a bank of information for a more comprehensive follow-up at a later date using an interview technique. The questionnaire was designed to solicit yes/no responses with additional space being provided for comment. The areas covered by the questionnaire corresponded to the broad objectives identified for ABE in Missouri: (1) become less likely to be dependent on others, (2) improve their ability to benefit from occupational and homemaking training, (3) increase their opportunities for more productive and profitable employment, and (4) make them better able to meet their adult responsibilities. The instrument used is presented in Appendix C.

Collecting the data.

Questionnaires to collect data from local programs were mailed to 36 programs which were in operation in January, 1969. Completed questionnaires available in time for data analysis were received from 34 of the 36 programs.

Data at the State administrative level were collected by three methods: (1) an interview, (2) a questionnaire, and (3) through access to the records of the State ABE office.

Names and addresses to be used in the mailed follow-up survey were obtained from presently operating local programs who had been in operation during the fiscal year 1967-68. Directors of the local programs were asked to select the adults utilizing the following sampling technique:

Number of Students Graduating or Terminating during 1967-68	Size of Sample
Less than 40	100% Sample
40-79	50% Sample
80-199	33% Sample
200 or more	20% Sample

> It is recommended that the school select every other, every third, or every fifth student from their roster of enrollees who graduated or terminated during that year depending upon the size of sample to be drawn.

Data collection for the follow-up survey began in March, 1969, and returns were received until the middle of May.

Organization of the Remainder of this Report.

The remainder of this report presents the findings from the three phases of the study--the State survey, the local survey, and the follow-up study in Chapters II, III, and IV respectively, and the observations and recommendations of the project staff in Chapter V.

Chapter II

RESULTS OF THE SURVEY AT THE STATE LEVEL

The survey of the State Office was organized into four parts: (1) State organization and staff, (2) operational procedures, (3) cost of operation, and (4) services provided. Rather than repeat each subsection of the outline presented in Chapter I, the form used will be narrative in nature and will pertain to the broader general sections of the survey.

State Organization and Staff.

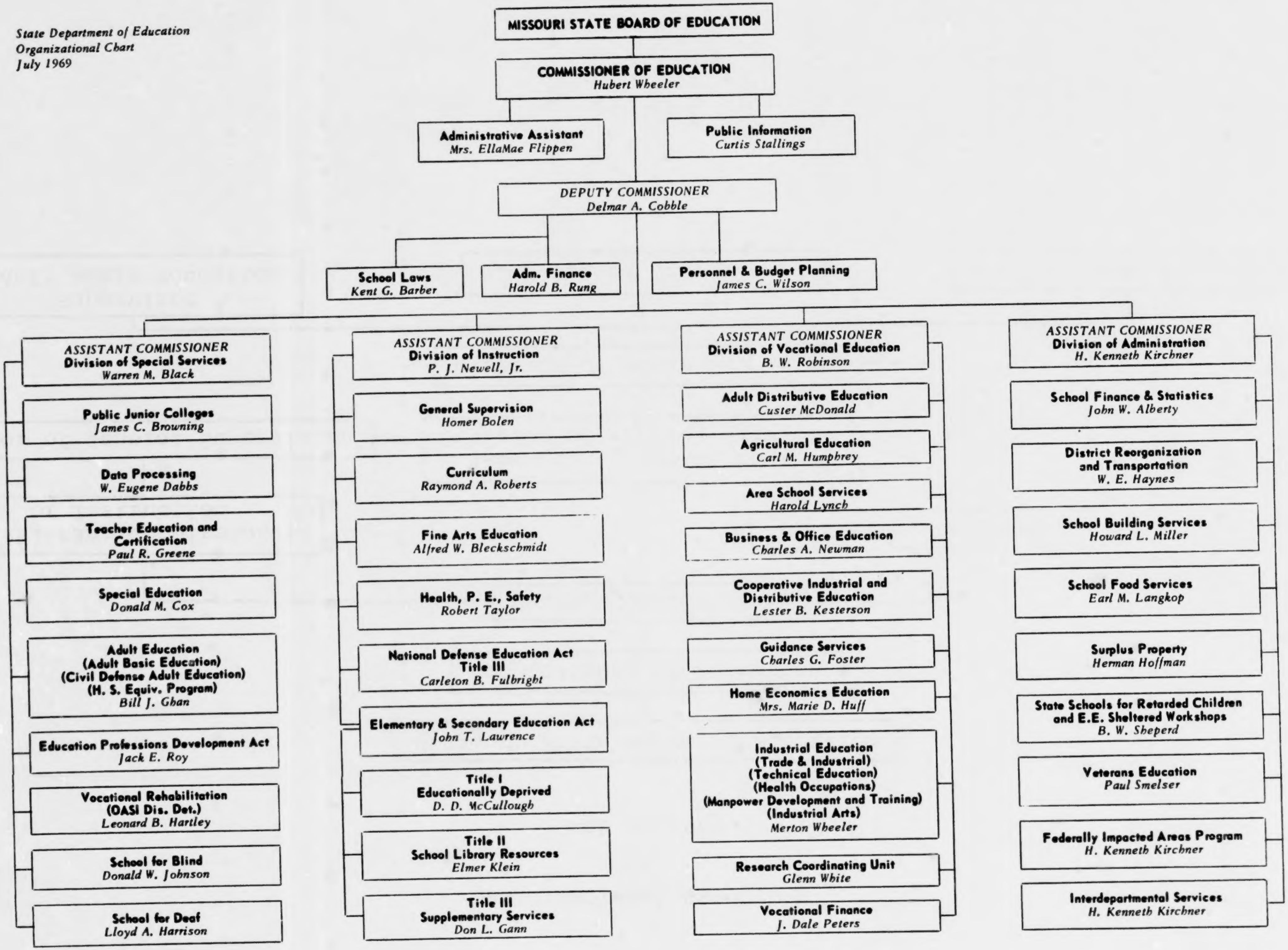
Organization. In 1965 the Missouri Adult Basic Education program was created as a result of Title II-B of the Economic Opportunities Act of 1964. This program was placed initially under the direction of a Supervisor of Adult Basic Education, Mr. Bill J. Ghan, who was responsible to the Director of General Supervision within the Division of Instruction.

In 1968 the program was moved from the Division of Instruction to the Division of Special Services and was established at the departmental level with Mr. Ghan serving as Director. The reorganization was made in an effort to coordinate the total program of adult education in Missouri. In this new position Mr. Ghan directs the Adult Basic Education program, the High School Equivalency program, and the Civil Defense Education program. The organizational charts on pages 9 and 10 reflect the organizational structure of ABE in 1969.

Staff. In 1965 the professional staff for ABE consisted of a full-time Supervisor and part-time assistance by the Assistant Commissioner of Instruction, the Director of General Supervision, and from a member of the Administrative Finance Division. In addition, the staff was supported by one full-time and one part-time secretarial positions.

The reorganization in 1968 created a Department of Adult Education with responsibilities for Adult Basic Education, High School Equivalency, and Civil Defense Education. Presently, the professional staff for ABE consists of a Director and a Supervisor, with part-time assistance by three members of the State Department

State Department of Education
Organizational Chart
July 1969



- **MISSOURI STATE BOARD OF EDUCATION**
  - **COMMISSIONER OF EDUCATION** *Hubert Wheeler*
    - **Administrative Assistant** *Mrs. EllaMae Flippen*
    - **Public Information** *Curtis Stallings*
    - *DEPUTY COMMISSIONER* *Delmar A. Cobble*
      - **School Laws** *Kent G. Barber*
      - **Adm. Finance** *Harold B. Rung*
      - **Personnel & Budget Planning** *James C. Wilson*
      - *ASSISTANT COMMISSIONER* **Division of Special Services** *Warren M. Black*
        - **Public Junior Colleges** *James C. Browning*
        - **Data Processing** *W. Eugene Dabbs*
        - **Teacher Education and Certification** *Paul R. Greene*
        - **Special Education** *Donald M. Cox*
        - **Adult Education (Adult Basic Education) (Civil Defense Adult Education) (H. S. Equiv. Program)** *Bill J. Ghan*
        - **Education Professions Development Act** *Jack E. Roy*
        - **Vocational Rehabilitation (OASI Dis. Det.)** *Leonard B. Hartley*
        - **School for Blind** *Donald W. Johnson*
        - **School for Deaf** *Lloyd A. Harrison*
      - *ASSISTANT COMMISSIONER* **Division of Instruction** *P. J. Newell, Jr.*
        - **General Supervision** *Homer Bolen*
        - **Curriculum** *Raymond A. Roberts*
        - **Fine Arts Education** *Alfred W. Bleckschmidt*
        - **Health, P. E., Safety** *Robert Taylor*
        - **National Defense Education Act Title III** *Carleton B. Fulbright*
        - **Elementary & Secondary Education Act** *John T. Lawrence*
          - **Title I Educationally Deprived** *D. D. McCullough*
          - **Title II School Library Resources** *Elmer Klein*
          - **Title III Supplementary Services** *Don L. Gann*
      - *ASSISTANT COMMISSIONER* **Division of Vocational Education** *B. W. Robinson*
        - **Adult Distributive Education** *Custer McDonald*
        - **Agricultural Education** *Carl M. Humphrey*
        - **Area School Services** *Harold Lynch*
        - **Business & Office Education** *Charles A. Newman*
        - **Cooperative Industrial and Distributive Education** *Lester B. Kesterson*
        - **Guidance Services** *Charles G. Foster*
        - **Home Economics Education** *Mrs. Marie D. Huff*
        - **Industrial Education (Trade & Industrial) (Technical Education) (Health Occupations) (Manpower Development and Training) (Industrial Arts)** *Merton Wheeler*
        - **Research Coordinating Unit** *Glenn White*
        - **Vocational Finance** *J. Dale Peters*
      - *ASSISTANT COMMISSIONER* **Division of Administration** *H. Kenneth Kirchner*
        - **School Finance & Statistics** *John W. Alberty*
        - **District Reorganization and Transportation** *W. E. Haynes*
        - **School Building Services** *Howard L. Miller*
        - **School Food Services** *Earl M. Langkop*
        - **Surplus Property** *Herman Hoffman*
        - **State Schools for Retarded Children and E.E. Sheltered Workshops** *B. W. Sheperd*
        - **Veterans Education** *Paul Smelser*
        - **Federally Impacted Areas Program** *H. Kenneth Kirchner*
        - **Interdepartmental Services** *H. Kenneth Kirchner*

CHART I

ORGANIZATIONAL STRUCTURE
OF
ABE IN 1969

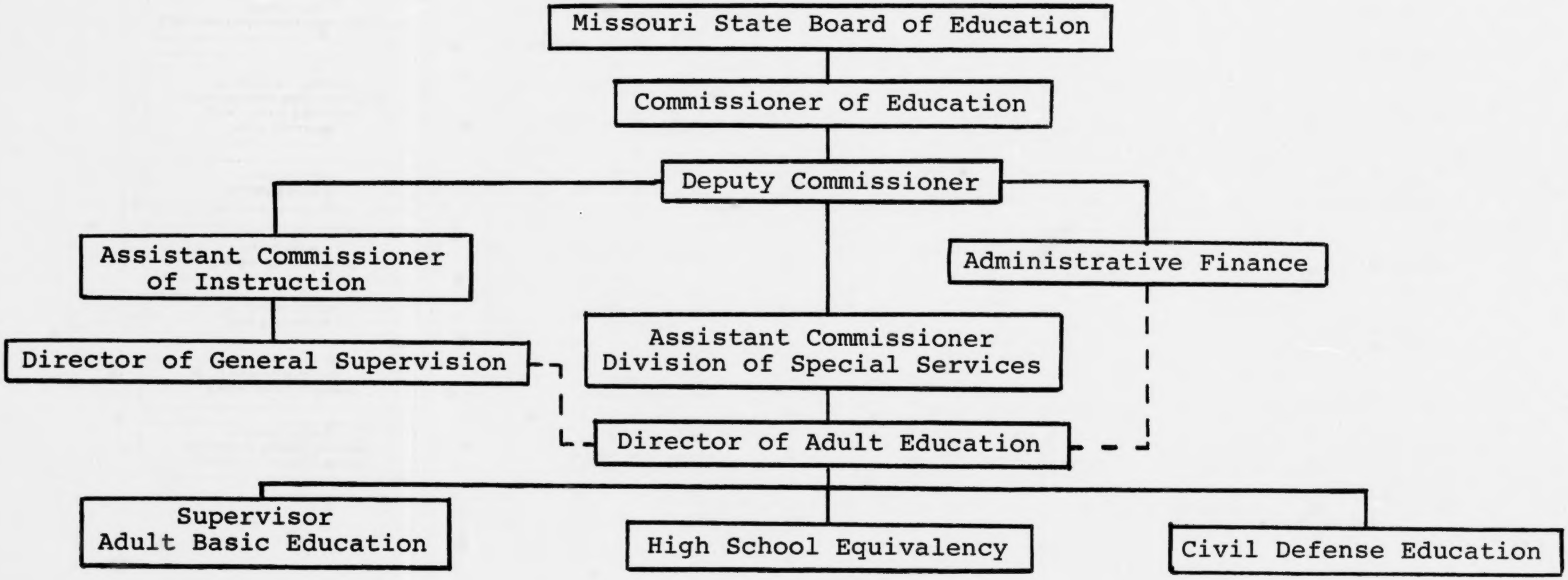

Missouri State Board of Education
Commissioner of Education
Deputy Commissioner
Assistant Commissioner of Instruction
Administrative Finance
Director of General Supervision
Assistant Commissioner Division of Special Services
Director of Adult Education
Supervisor Adult Basic Education
High School Equivalency
Civil Defense Education

CHART II

of Education's administrative staff. Secretarial support is provided by one full-time and four part-time positions. The fiscal accounting continues to be reviewed and supervised by the Administrative Finance Division.

Staff Qualifications. The Director and the Supervisor for ABE are recognized as being knowledgeable about adult basic education and are competent in fulfilling the responsibilities of their positions. They have utilized professional consultants in areas in which they lack technical competence. Both men possess Master's degrees in school administration and they have served previously as superintendents of public schools. Since assuming their positions they have attended several training programs sponsored by state and federal agencies. They have also served as consultants to numerous local workshops and training programs.

One of the strong points of the State program is the continuity provided through the permanency of the professional staff. The State Department of Education is characterized by its ability to maintain a stable professional staff. The staff enjoys the benefits under a State retirement plan. The State Department of Education is not under the State Merit System.

Operational Procedures.

Funding for local programs. Information about programs and services offered by the State Department of Education, Adult Basic Education section, is disseminated to local schools by informational bulletins, literature, and by presentations by staff members at superintendents' workshops and meetings. Interested schools then request additional assistance from State staff members to help develop a specific program and budget for the area. Programs in operation are given first priority for continuation and additional programs are added to the extent that funds are available.

Whenever possible, consideration is given to the following factors, which are listed in subsection 1.74 of the *Missouri State Plan for Adult Basic Education*, as program requests are received:

> Relative priorities for state approval of local adult basic education programs and administration of local programs shall emphasize the following factors:
>
> (a) Service to those adults in need of basic education who are the most severely impoverished.

(b) Service to those adults with the greatest educational deficiencies.

(c) Service to the maximum number of adults in need of basic education.

(d) Service to those areas in the State which have the highest concentrations of impoverished adults in need of basic education.

(e) Whether and to what extent the program has been developed in conjunction with community action programs, and represents part of a coordinated attack on poverty within a particular community.

(f) Whether and to what extent the program serves adults who are participating in work-experience programs.

(g) Whether and to what extent the program has been developed in conjunction with, or coordinated with, other agencies which serve the poor.

(h) Whether and to what extent the program undertakes the identification and recruitment of those impoverished adults who are in need of basic education.

(i) Whether and to what extent the poor themselves are heavily involved in implementing programs of instruction.

(j) Whether and to what extent Volunteers in Service to America, college work-study personnel and other nonprofessionals are utilized in appropriate positions.

(k) Whether and to what extent operations are efficient and economic.

(l) The quality of the instruction.

(m) Whether and to what extent the program accomplishes basic goals of teaching adults to read and write within a minimum period of time.

(n) Whether and to what extent the program is flexible, innovative, imaginative and effective in providing basic education to those most in need of it.

Local school districts in high priority areas are given first choice in the operation of programs, but if the local public schools do not desire to sponsor a program, other agencies are considered. If another agency, such as a junior college or college, is operating a program, the local public school system retains the option, each year, to sponsor the local ABE program.

Relationship with other agencies. In addition to the development of relationships to local programs, the State office cooperates with a large number of internal and external agencies: The Office of Economic Opportunity, Community Action Programs, Manpower Development and Training, CAMPS, Work Incentive program, Department of Labor, Department of Mental Diseases, Department of Corrections, Work Experience Program, St. Louis Housing Authority, Human Development Corporation, Urban League, Model Cities, labor organizations, colleges, and junior colleges. Financial assistance has been, and is being, extended to a few of these agencies for ABE, but a large part of the relationship has been of a supportive nature such as the training of teachers, consulting, information sharing, and program planning.

Records. Individual files are maintained for each local program which is authorized for funding and contain the following reports:

1. An annual request for support of the local ABE program to be made at the beginning of the school year.

2. An application for reimbursement which may be made quarterly, semi-annually, or annually.

3. A quarterly report of the local ABE program which includes data on the number enrolled, dropped, graduated, number of personnel, etc.

4. A certification of the cost of conducting ABE classes, if salaries exceed the authorized $5.00 per hour.

5. An inventory of equipment costing $100 or more.

6. An annual report of ABE classes.

In addition to these reports forwarded to the State office, a Student Information Form is required for each student and is retained by the local program. These reports and other records maintained at the State level are designed to collect the data requested by the U. S. Office of Education and to facilitate the operation of ABE programs in the State. As reports are submitted, they are checked for accuracy and local programs are contacted to correct discrepancies, either through supervisory visits or by telephone. When certain types of errors are found to be common, the report form is reviewed with appropriate corrections made or instruction clarified. The quarterly report, in particular, has been one where common errors were being made. To correct this situation, instructions were printed on the back of the form explaining exactly how the total for each column should be computed. Report forms are continually reviewed to facilitate the reporting by local programs, and an effort is made to minimize the effort required by local programs in completing reports.

Fiscal operations. The State office approves the expenditure of funds at the local level through the approval of the local budget consistent with the guidelines published in the Manual of Operations and in ABE Bulletins. An internal audit of the budget allocations and expenditures of local programs is maintained by the State office. Notifications of balances are sent to local directors several times during the year. Reimbursements for line items are limited to the authorized amount. Procedures have been established to facilitate the reallocation of funds where possible. Local programs are requested to indicate whether they will utilize or need additional funds in their operation. These reports are tabulated to determine the feasibility of reallocating funds. In addition to the reallocation of funds, provisions have been made for the redistribution of equipment when programs cease to operate.

Evaluation. Evaluation of local programs is continuous, although without formal structure at present. The criteria used to evaluate local programs are the same criteria and priorities used for the original approval of local programs, listed on pages 11 and 12. Since 1965 a few programs have been moved from one local agency to another or discontinued because program operations were inadequate or inefficient. Several programs have ceased operation because of problems arising at the local level, e. g., insufficient enrollment.

State guidelines. A minimum of control is maintained over the local programs in an effort not to interfere with the instructional operations. Fiscal control, for the most part, is the only type that is utilized by the State office and is limited to budget approval, reimbursement for funds expended, and through the establishment of guidelines. The guidelines that have been established resulted from yearly reviews of local program operation and have become more explicit. In 1968 a supplement to the Manual of Operations was adopted which set forth some rather specific guidelines.

Cost of Operation.

Total Expenditures. The amount of money available for ABE in Missouri increased from $346, 570 in 1965 to an estimated $742, 562 in 1969. This represents slightly more than a 100 percent increase over a four-year period while during the same period the administrative costs of operation at the State level decreased from seven percent of the total amount in 1965 to an estimated five percent in 1969. At no time has the cost of operation for the State office exceeded nine percent. Administrative costs appear to be reasonable, especially when many other Federally supported programs require much more. Table 1 presents the data concerning the State administrative costs as a percent of total expenditures.

Table 1

State Administrative Cost
As A Percentage of
Total Expenditures

Year	Total	State	Percent
1965-66	$346, 570	$24, 608	7
1966-67	575, 749	29, 193	5
1967-68	692, 023	60, 155	9
1968-69*	742, 562	41, 800	5

*Only estimated figures are available for 1968-69.

State Office Costs. Not only has the State office maintained a low administrative cost, but the proportional share of these costs assumed by the State of Missouri has exceeded what is required by law. The amount of money expended for State Technical and Supervisory Services at the State level increased from $24, 608 in 1965-66 to $60, 155 in 1967-68. The largest portion of this increase, $16, 927, can be accounted for by the increased emphasis on teacher training workshops sponsored at the State level, while the balance of the increase is reflected by necessary increases in salary, employee benefits, travel, additional supplies, and other expenditures which arise from an expanding program. An inspection of Table 2 reveals that the percentage of the total funds available for State office use which was furnished by the State of Missouri has exceeded the 10 percent proportion established by law.

Table 2

Administrative Cost at State Level
Federal and State Percentages

Year	Federal	State	Total	State Percent
1965-66	$21, 183	$3, 425	$24, 608	13. 9
1966-67	25, 480	3, 713	29, 193	12. 7
1967-68	53, 937	6, 218	60, 155	10. 3

Local Cost of Operation. A brief note of explanation is offered before the cost of operation for the local program is discussed. The figures which are used in this report may be somewhat inflated because it was sometimes difficult to determine the total number of students enrolled and the total number of hours of instruction offered by the various programs. Some programs apparently did not take into consideration those students who enrolled but dropped out before completing the year. In some instances the hours of instruction for full-time teachers were not given. For these reasons the actual costs per student and cost per hour of instruction are most likely less than those figures reported. Data for this part of the report appear in Appendix D.

The amount of money expended for ABE increased from $346, 570 in 1965 to $692, 023 in 1968. At the same time the number of programs operating decreased from 49 in 1965 to 35 in 1968. The number of students served increased from 4, 309 to 5, 159. Data pertaining to the distribution of programs by expenditures, range of cost, median cost, and average cost appear in Table 3.

Table 3

Local Program Expenditures

1965-68

Expenditures	Number of Programs		
	1965-66	1966-67	1967-68
Less than $5, 000	27	20	17
$5, 000 - $9, 999	12	10	8
$10, 000 - $14, 999	7	5	2
$15, 000 - $19, 999	1	1	1
$20, 000 - $24, 999	0	3	2
$25, 000 or more	2	4	5
Total	49	43	35
Range of Cost (Local)	$508-$36, 577	$496-$126, 215	$486-$162, 824
Median Cost (Local)	$3, 900	$5, 300	$5, 562
Average Cost (Local only)	6, 478	12, 381	17, 989
Average Cost (Local & State)	7, 273	13, 390	19, 772
Total Expenditure (Local)	$317, 435	$532, 389	$629, 603
Total Expenditure (Local & State)	$346, 570	$575, 749	$692, 023

Per Student Cost. Tables 4 and 5 present the cost per student and the cost per hour of instruction for the years 1965-68. An inspection of Table 4 indicates that some programs were operating at a low cost per student while others were operating at what might be considered an excessive cost. The data were inspected to determine whether a pattern of operational cost might appear, but no pattern was found. Some programs with a large cost per student were programs serving a large number of students while others were small programs with few students. Programs with low cost were just as likely to be small programs as large.

Table 4

Cost Per Student Enrolled

Cost Distribution	1965-66	1966-67	1967-68
Range of Cost at Local Level	$ 17.48 - 345.63	$ 42.43 - 321.34	$ 48.68 - 427.92
Median Cost at Local Level	78.91	110.60	123.34
State Average Cost	77.75	126.28	114.18

One explanation of the large cost factor is probably the time of the year in which the program began. It is possible for programs to begin any time during the year. When a program begins late in the year there is usually a large outlay for materials and equipment but little time to recruit students; therefore, there is a resulting increase in cost per student. For most programs this explanation did prove out, but for some the high cost was continued on into the following year or years. A few programs were discontinued when the high cost persisted, while others were permitted to continue.

Per Instructional Hour Cost. Since programs could begin at various times during the year, it was decided that cost per student was not an adequate representation of the cost of operation. Possibly a more equitable way to determine the cost of operation would be the per pupil instructional hour cost. This could have been accomplished by multiplying the number of times a student was present for instruction by the number of hours of instruction given. The total expenditure could then be divided by the total of pupil instructional hours to determine the per pupil instructional hourly cost. Unfortunately, it was not possible to do this because attendance records for all students were not available for past years. It was possible, however, to determine the hourly instructional cost for each program. This method was limited, though, because it was not always possible to determine the exact total instructional hours offered in each program; therefore, the figures presented are again most likely inflated. The data presented in Table 5 were derived by dividing total expenditures for each program by the total hours of instruction offered.

Table 5

Cost Per Instructional Hour

Cost Distribution	1965-66	1966-67	1967-68
Range of Instructional Cost	$ 2.80 - 246.13	$ 2.31 - 56.81	$ 4.62 - 24.11
Median Instructional Cost	12.13	10.57	10.71
State Average Instructional Cost	8.67	10.90	7.62

An inspection of Table 5 reveals that in the years that ABE has operated in Missouri the range in the cost per hour of instruction has narrowed considerably. Some programs still maintain a relatively high cost per instructional hour but again an inspection of the data revealed no pattern. One possible explanation might possibly be the amount of individualized instruction given by local programs.

Local Administrative cost. Another way to assess the relative cost of operation is to determine the percentage of the total expenditures which are used for instructional purposes and the percentages used for administration. There are no strict rules which specify what a reasonable, or even adequate, percent of the budget should be expended for administration or instruction, at least to the best knowledge of the evaluation staff. In view of no specified standards, the best policy appears to be to consider the percentage for each program in terms of the median or average for all programs.

Presented in Table 6 are the data pertaining to the percent of expenditures allocated to administrative cost.

Table 6

Percent of Total Expenditures
Allocated to Administrative Cost
by Local Programs

Distribution	1965-66	1966-67	1967-68	1968-69*
Range of Percentages	0 - 31	0 - 37	0 - 42	0 - 45
Median Percentages	14	13	13	12
Number with 0%	26	21	7	6
Number with 20%	4	7	10	5
Total Number of Programs	49	43	35	45

*These percentages are based upon budget authorizations for 1968-69.

The distribution of administrative costs have varied greatly from year to year although the median percent has remained rather stable. Initially 26 programs requested no funds for administrative purposes; by 1968-69 only six programs were making such requests. During the same period that more programs were adding administrative cost to their budgets, the number who were expending 20 percent or more for administration increased from four in 1965-66 to ten in 1967-68. The supplement to the Manual of Operations adopted in 1968 sets up a 20 percent guideline for administrative costs, but figures taken from the budget authorization reveal that five programs have allocated amounts for administration which represent 20 percent or more with one program allocating 45 percent. There appears to be an effort on the part of the State office to correct this situation and in some instances a larger percentage may be justified based upon services rendered.

Local Instructional Costs. The instructional costs referred to in Table 7 pertain to expenditures for teacher and teacher aides salaries, instructional supplies, and equipment only. These categories were used because they represent a reasonably direct relationship to the instruction received by students.

Table 7

Percent of Total Expenditures Allocated to Instructional Costs by Local Programs

Distribution	1965-66	1966-67	1967-68	1968-69*
Range of Percentages	40-98	38-93	34-88	37-97
Median Percentages	75	66	61	60
Number with 50% or Less	3	7	9	6
Number with 70% or More	32	16	9	13
Total Number of Programs	49	43	35	45

*These percentages are based upon budget authorizations for 1968-69.

The data in Table 7 should be interpreted in conjunction with the data in Table 6 on page 20. Assuming that 20 percent is a reasonable estimate of the maximum percentage which should be allocated to administrative costs and further assuming that 10 percent is a reasonable estimate of the percentage of expenditures for purposes other than instructional, that which remains for instructional costs is 70 percent. Using this percent it becomes apparent that the number of programs expending 70 percent or more for instruction declined sharply from 32 in 1965-66 to nine in 1967-68. At the same time, the number of programs expending 50 percent or less increased from three to nine in the same years. It should be recalled that in 1965-66 more than half of the programs allocated no funds for administration which would account for the large number of programs above 70 percent; therefore, as the percent used for administration increased there was a corresponding decrease in the percent used for instruction. This trend has been checked, according to budget authorizations in 1968-69, and there has been a slight increase in the number using 70 percent or more. However, it should be pointed out that the median percentage for instruction has remained at 60 percent or greater. It is possible that the median figure is a more realistic figure than the 70 percent used by the evaluation staff for comparisons.

Another point should be made with regard to the cost of operation. In 1965-66 there were 49 programs operating which served 4,309 adults and in 1967-68 there were 35 programs operating which served 5,159 adults. This apparently was occasioned by an effort from the State office to encourage larger programs in areas of high concentration of undereducated adults. Larger programs usually necessitate more organization, thereby creating a need for more administration, thus resulting in some additional administrative cost; however, this explanation does not account for all of the large percentages for administrative cost. There may be extenuating circumstances which justify such programs being continued, of which the project staff were not aware.

Services Provided.

Services provided by the State office may be divided into four broad categories: (1) ABE program personnel and training development, (2) consultative activities, (3) determination of target population, and (4) curriculum development activities. In many instances these services overlap and are difficult to separate, although an attempt has been made to do so for the purposes of this report.

Training Programs. Over the years the training programs conducted by the State office have undergone some change. In the early stages of ABE development in Missouri, emphasis was placed upon training "Teachers of teachers." During the summer of 1965, representatives supported by the State office attended workshops conducted at the University of Washington and the University of Maryland. These representatives then met in Jefferson City with Mr. Ghan to develop a manual to be used in the training programs throughout the State. This manual was used during the fall in workshops which were held at Sikeston, University City, Poplar Bluff, Warrensburg, and Kansas City. The length of the workshops varied from one to four days and, in general, consisted of an orientation to ABE, characteristics of ABE students, methods and techniques of teaching ABE students, and materials available.

In 1966 there were nine teacher training workshops held. The workshops varied from four days to two weeks. To be certified as an ABE teacher, teachers were required to attend one of these workshops. Workshops were held in Sikeston, Lebanon, Poplar Bluff, Kennett, St. Louis, West Plains, and Kansas City. These communities represent a good coverage of the State except for the northeast portion. However, based upon the target population the northeast part of the State was not a priority area for the establishment of ABE programs.

During the summer of 1967 a three-week teacher training institute was supported by the State office and sponsored by the University of Missouri-Kansas City. In addition to the summer institute, three workshops were held in Springfield, Kansas City, and St. Louis. In addition, several administrative personnel attended an Administrative Institute held at the University of Iowa from July 31 to August 11.

In 1968 the State office continued their support of the University of Missouri-Kansas City institute, conducted two area workshops, and for the first time sponsored a State-wide conference.

Consultative. In addition to giving consultations when requested, the State office also takes the initiative of providing consultative services in the following ways:

1. Program and budget development in the initiation of programs.
2. Supervisory visits are made to all new programs and as many older programs as possible each year. Approximately 30 visits are made each year.
3. Information is shared through reports to local programs and through bulletins.
4. Special projects are supported and the findings shared with local programs.
5. Through the preparation of a curriculum guide and a bibliography.
6. Through the teacher training workshops and institutes.

Determination of Target Population. One of the major services which may be offered by the State office is to increase the awareness of local educational personnel regarding the need for an ABE instructional program in their area. To this end the State office prepared a State map indicating a target population of adults 25 years of age or older with less than eight years of education based upon the 1960 Census data.

Knowing where the people in the target population "are" is only one step in determination of the target population. It is possible that active programs are reaching an inordinate proportion of adults at the upper limits of the population and not reaching the hard core undereducated. While it was not possible to obtain the necessary data at the local level to evaluate the extent that target populations were being reached, an effort was made to do so at the State level. Figure 1 indicates the figures for each county and the City of St. Louis which are used as the target population. Tables 8, 9, 10, and 11 on pages 24 through 27 present a comparison of state enrollments and the number eligible, according to 1960 Census figures, distributed by level of enrollment, sex, age, and race. It should be noted that the total figure appearing on the map and the total figure used in the tables differ. The reason for this is that the total on the map is for adults 25 years of age and older while the total for the tables is for 14 years of age and over. The latter figure was used for the tables because those who were 14 years of age in 1960 are now 23 years of age and are eligible for ABE.

Table 8

Distribution of Students by Grade Level

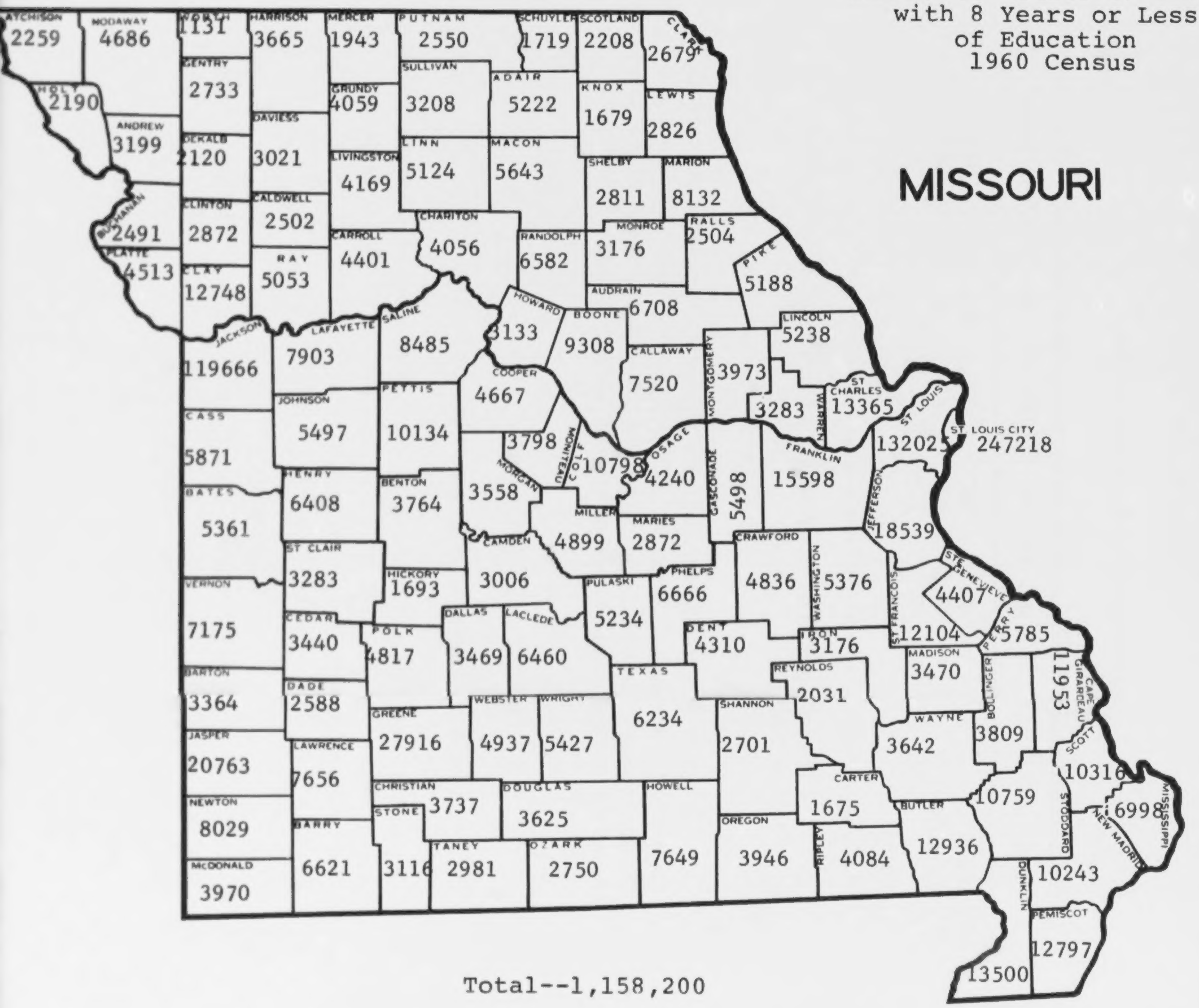
Levels	1966-67	%	1967-68	%	1960 Census*	%
Beginning Level (0-3)	970	23	1268	25	154,398	11
Intermediate Level (4-6)	1351	32	1967	38	292,568	20
Advanced Level (7-8)	1945	46	1924	37	994,704	69
Total	4266		5159		1,444,670	

*These figures include those who were 14 years of age or older in 1960.

Census data were adjusted to be compatible with the ABE instructional levels--Beginning (I), Intermediate (II), and Advanced (III)--representing educational levels corresponding to grades 0-3, 4-6, and 7-8, respectively.

An inspection of Table 8 reveals that a favorable percentage of the students enrolled were enrolled at the Beginning and Intermediate levels. While this situation may not be true for some local programs when the total of ABE is considered, the resulting outcome is quite favorable since it appears reasonable that those in the lower levels would have a greater need for ABE than those at the higher level.

Number of Adults 25 & Over
with 8 Years or Less
of Education
1960 Census


MISSOURI
ATCHISON 2259
NODAWAY 4686
WORTH 1131
HARRISON 3665
MERCER 1943
PUTNAM 2550
SCHUYLER 1719
SCOTLAND 2208
CLARK 2679
HOLT 2190
GENTRY 2733
GRUNDY 4059
SULLIVAN 3208
ADAIR 5222
KNOX 1679
LEWIS 2826
ANDREW 3199
DEKALB 2120
DAVIESS 3021
LIVINGSTON 4169
LINN 5124
MACON 5643
SHELBY 2811
MARION 8132
BUCHANAN 2491
CLINTON 2872
CALDWELL 2502
CARROLL 4401
CHARITON 4056
RANDOLPH 6582
MONROE 3176
RALLS 2504
PLATTE 4513
CLAY 12748
RAY 5053
PIKE 5188
AUDRAIN 6708
HOWARD 3133
BOONE 9308
LINCOLN 5238
JACKSON 119666
LAFAYETTE 7903
SALINE 8485
CALLAWAY 7520
MONTGOMERY 3973
WARREN 3283
ST CHARLES 13365
COOPER 4667
JOHNSON 5497
PETTIS 10134
CASS 5871
MONITEAU 3798
COLE 10798
OSAGE 4240
GASCONADE 5498
FRANKLIN 15598
ST LOUIS 132023
ST LOUIS CITY 247218
HENRY 6408
BENTON 3764
MORGAN 3558
BATES 5361
MILLER 4899
MARIES 2872
JEFFERSON 18539
ST CLAIR 3283
CAMDEN 3006
HICKORY 1693
PULASKI 5234
PHELPS 6666
CRAWFORD 4836
WASHINGTON 5376
STE GENEVIEVE 4407
VERNON 7175
CEDAR 3440
POLK 4817
DALLAS 3469
LACLEDE 6460
DENT 4310
IRON 3176
ST FRANCOIS 12104
PERRY 5785
MADISON 3470
CAPE GIRARDEAU 11953
BARTON 3364
DADE 2588
TEXAS 6234
REYNOLDS 2031
WEBSTER 4937
WRIGHT 5427
GREENE 27916
SHANNON 2701
WAYNE 3642
BOLLINGER 3809
JASPER 20763
LAWRENCE 7656
SCOTT 10316
CARTER 1675
CHRISTIAN 3737
DOUGLAS 3625
HOWELL
BUTLER 12936
10759
NEWTON 8029
STONE 3116
STODDARD
MISSISSIPPI 6998
NEW MADRID
BARRY 6621
TANEY 2981
OZARK 2750
7649
OREGON 3946
RIPLEY 4084
MCDONALD 3970
DUNKLIN 13500
10243
PEMISCOT 12797

Total--1,158,200

Figure 1

Table 9

Distribution of Students by Sex

Sex	1966-67	%	1967-68	%	1960 Census*	%
Male	1911	45	2285	44	723,017	50
Female	2355	55	2874	56	718,563	50
Total	4266		5159		1,441,670	

*These figures include those 14 years of age or older in 1960.

Table 9 reveals that there is a slightly greater percent of the enrollees who are women. Although the proportion of women students is greater than for men, the percent does not differ greatly from the target population established by the Census figures.

Table 10

Distribution of Students by Age Range

Age Range	1966-67	%	1967-68	%	1960 Census*	%
18 - 24	1237	30	1548	30	170,704	12
25 - 34	1024	24	1649	32	124,499	10
35 - 44	660	15	1111	22	194,473	13
45 - 54	662	16	598	12	269,948	19
55 - 64	683	16	212	4	293,873	20
65 & older	0	0	41	1	388,173	27
Total	4266		5159		1,441,670	

*These figures include those who were 14 years of age or older in 1960.

From the figures in Table 10, it may appear that an improper balance is being maintained in the recruitment of students as far as age is concerned. However, it is reasonable to assume that a larger percentage of the students should be in the younger age ranges in order that the results of ABE would be more beneficial over a longer period of time. For the State, as a whole, there appears to be an adequate distribution according to age.

Table 11

Distribution of Students by Race

Race	1966-67	%	1967-68	%	1960 Census*	%
Caucasian	2645	63	2366	46	1,310,466	91
Negro	1579	37	2619	54	131,204**	9
Total	4266		5159		1,441,670	

*These figures include those who were 14 years of age or older in 1960.

**The figures used by the 1960 Census were for non-white only.

In 1967-68, Negro enrollees represented six times their proportion in the population of Missouri. This was due to the location of ABE programs in agreas of highly concentrated Negro population. Also, there is likely a greater need for education to obtain employment among Negroes than Whites. When these points are taken into consideration, the percentages do not appear to be too high.

When all the factors for determining the target population--location, educational level, sex, age, and race--are considered together, there appears to be an adequate attempt being made to reach the target population.

Curriculum Development. Involvement in curriculum development has been exhibited through the development of a curriculum guide for use by teachers and the encouragement of individualized instruction. The Manual for Teachers of Teachers of ABE developed in 1965 contained a section which presented a suggested curriculum for ABE programs. In 1967 the Guide was revised and made more extensive. The revised Guide was published to serve as a resource book for teachers and offers several approaches to accomplish the desired outcomes.

Increased emphasis on individualized instruction has been stressed by the State office as the staff became more familiar with ABE. The program conducted by the University of Missouri Extension Center in St. Louis was asked to develop an individualized curriculum which could be used by other local programs. This guide has been completed, but was not completed early enough for review by the project staff before the completion of this report. However, during the development of this individualized curriculum, the staff did have an opportunity to examine portions of the total program and what was examined appears to be worthwhile. In addition to this project, another project in cooperation with the Department of Mental Diseases is underway to develop curricula to be used with mentally disturbed adults.

Chapter III

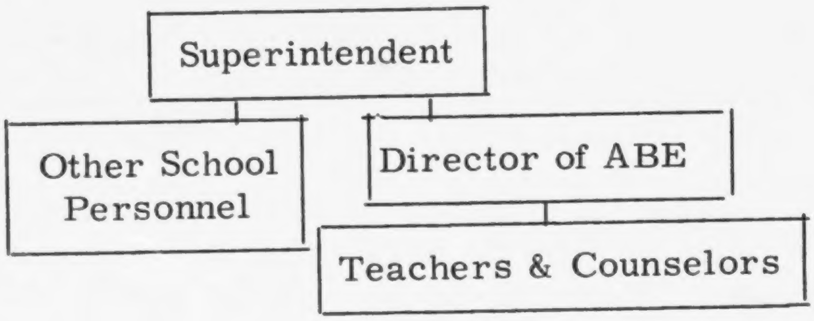
RESULTS OF THE LOCAL SURVEY

The survey of the local ABE programs was divided into four broad categories: (1) program organization and operation, (2) staff, (3) curriculum, and (4) students.

At the time the survey was conducted, there were 36 programs in operation. A Program Characteristics Questionnaire was mailed to each program in January of 1969, and replies were received from 34 programs in time for analysis. One program completed two questionnaires; one funded by ABE and the other in conjunction with MDTA. As appropriate to the questions, the total responses reflect this difference.

Program Organization and Operation.

Organization. One of the strong features of the ABE in Missouri is the variety of institutions which sponsor adult basic education. Programs are sponsored by the State Department of Corrections, State Department of Mental Diseases, M. D. T. A., Junior Colleges, school districts, and the University of Missouri Extension Center in St. Louis. When the organizational structures of these various institutions are examined, there are three levels within the organizational structures at which the local Directors of ABE operate. Of those directors responding to the questionnaire, six, or 17 percent, were at the first level of administrative authority; 17, or approximately 50 percent, were at the second level; nine, or 26 percent, were at the third level; and two directors were at the fourth level. If a typical organizational structure could be assembled it would most likely appear as follows:



The director of ABE in the diagram may be an assistant superintendent, an administrative assistant, a dean of a junior college, an adult education director, or director of vocational education. The title of Superintendent simply represents the highest administrative officer in any institution. It appears that ABE has a relatively high position, organizationally, within the sponsoring institution.

Cost of Operation. At the present time the local programs are funded by 90 percent Federal contributions and 10 percent local contribution. No State funds are available. Efforts have been made to secure State money to replace the 10 percent non-federal contributions. If State money were available, more school districts might be encouraged to participate because it may be difficult for local school districts in high priority areas to obtain the 10 percent cash needed to participate in ABE. Also, if State funds were available, a local school district could be designated as an operating unit and an administrative unit for satellite programs in other communities in the area. This procedure should reduce administrative cost and, thus, facilitate reaching more adults. Also, there is some question whether a school district can use its money to serve adults from another district. If the state financed the local share, this question would be resolved.

Table 12 presents the expenditures by local programs and the proportionate Federal and local shares for 1965-68.

Table 12

Expenditures by Local Programs
With Federal and Local Share

Origin	1965-66	%	1966-67	%	1967-68	%
Total Expenditures	$317,435		$532,389		$629,603	
Federal Share	285,692	90	479,099	90	566,643	90
Local Share	31,743	10	53,290	10	62,960	10

Records. Responses to the questionnaire indicated that three types of records were presently being maintained by all local programs. These three were fiscal records, attendance records, and the ABE Student Information forms. Educational progress records and counseling records were maintained by 86 percent and 71 percent of the programs, respectively. Although poor visual and hearing ability are quite often problems with adults in ABE, very few programs maintained visual and/or hearing records; 26 and 17 percent, respectively. Cumulative records were maintained by less than 50 percent of the programs although all programs are required to do so.

The number of records maintained may be adequate, but the maintenance of records may need some improvement. Records of local programs are to be retained for a number of years, but when certain types of demographic data were requested by the project staff, the data were not available. Some records had been misplaced, some of the data had not been maintained, and in one instance, former records were kept in a different place than where the ABE offices were maintained.

Working relationship with other agencies. Surprisingly, seven of the programs reported no working relationship with other agencies. The number of agencies with whom the local programs cooperated varied greatly, the largest number being twelve. Most commonly mentioned agencies were: O.E.O., Employment Service, welfare agencies, civic clubs, and churches. The relationship with cooperating agencies was usually one of recruitment, placement, or job counseling with recruitment being the most commonly mentioned.

One method of developing a working relationship with other agencies is to have a representative of such agencies on the local ABE advisory committee. Although all local programs are supposed to have an advisory committee operating, 12, or 34 percent, of the programs indicated that there were no advisory committees formed. Five of the seven programs with no working relationship with other agencies also reported no advisory committee. Those programs with advisory committees operating indicated that the committee members were: ministers, civic leaders, O.E.O. representatives, Employment Security representatives, labor representatives, business leaders, ABE personnel, homemakers, farmers, welfare representatives, government sponsored program representatives, such as WIN, CEP, and NYC, and ABE students. The duties or functions of the advisory committee were not asked, but the most common one appears to be recruitment as suggested by the number of agencies which appear both in the question regarding the working relationship with other agencies and in the one about advisory committees.

Size of Program. At the time of the survey, the best figures available to determine the size of the programs were the estimated number of students to be served from budget requests. For this reason the estimated number is usually larger than the actual number of students enrolled at any one time. The estimated number of students in the programs ranged from 12 in the smallest to 2000 in the largest and were distributed as follows:

1968-69

Number of Students	Number of Programs
Less than 25	7
25 - 49	8
50 - 99	7
100 - 149	3
150 - 199	1
200 - 249	3
250 - 299	1
. . .	. . .
450 - 499	1
. . .	. . .
700 - 749	1
. . .	. . .
1000 or more	2
Total	34

More than half of the programs estimated they would have 50 or more students. This reflects the effort of the State office to encourage larger programs. The two programs who did not respond to the questionnaire estimated fewer than 25 students. Subsequent to the survey of local programs, 9 additional programs were started with projections for relatively few enrollees. Final figures for the 45 programs shows a range of 6 to 1520 enrollees and a total of 7,135.

Physical facilities. For most programs, classes were held in some type of school building, e.g., high school, junior college, junior high school, or elementary school. There appears to be an effort to move the classes closer to the target population by holding classes places other than school buildings. A few programs, especially in St. Louis and Kansas City, had classes located in the following places: YMCA, YWCA, churches, community centers, housing developments, banks, industrial settings, and homes. Classes were also held in prisons and hospitals. One program in a rural setting held part of their classes in one-room school houses which were now being used as community centers. To the research staff this appears as a practical solution to the problem of transportation, which appears to be a major problem affecting attendance. When teachers were asked whether the facilities where their classes were held were adequate, 199 out of the 200 responded that the facilities were adequate.

Target population. For the most part the area target population is the same that is used by the State office and is reported for the county only. Slightly less than 50 percent of the programs responding indicated that a survey had been conducted in their area. Although 17 indicated a survey had been conducted, only 7 gave estimates of the additional number of students that could be served if funds were available; eight more indicated that no additional students could be served, gave no response, or indicated that funds were adequate. The variety of responses raises some questions concerning the comprehensiveness of the surveys for ABE purposes. Where surveys had been conducted, six had been conducted by the local O. E. O. agency, seven by school personnel, two by welfare agencies, and one by Employment Security.

Recruitment. The local programs were queried about who was responsible for recruitment, publicity, and recruitment procedures. The purpose of these questions was an attempt to gather information which might be helpful if shared, in addition to obtaining a description of recruiting methods. Unfortunately, the responses to these questions did not accomplish their intent.

The person charged with the responsibility for recruitment most commonly mentioned was the director of supervisor with teachers, counselors, students, and advisory committee members generally assisting the director. A few programs indicated that ABE students were also used.

No unique means of publicizing programs were found. In various combinations, all programs used newspapers, radio, television, posters, brochures, students, letters to potential students, direct contacts; i. e., speeches, calls on employers, civic organizations, and churches.

The recruitment procedures given were usually a repetition of the means used to publicize the program. One of the largest programs used a recruiting team which met daily to plan their recruitment procedures. Most programs relied upon referrals from other agencies as their first step; then followed up with personal letters, telephone calls, and home visits.

When asked about effective recruitment procedures, the response most often mentioned was personal contact. The second most often mentioned was ABE students and former students recruiting new enrollees. Several indicated that newspaper notices were effective.

Program evaluation. Generally, evaluation at the local level is informal. Very few programs gave any indication that any type of formal program evaluation was used. The most commonly used method was testing but it was not clear whether the test used was a standardized test or teacher-made tests. Ten programs indicated that no type of formal or informal evaluation was conducted. Nineteen programs, or 54 percent, indicated that testing and other means were used to evaluate the programs. These other means were: teacher observation, evaluation by students, staff meetings, and yearly evaluation. The University City program has made yearly evaluation reports for the past two years and appears to have an adequate format established for their evaluation. It might be worthwhile if their procedure could be shared with other programs. There may be other programs which have good evaluation procedures worthy of being shared, although this was not reflected by responses to the questionnaire.

Follow-up. Sixteen of the thirty-five programs indicated they had no procedures established for follow-up. Responses from the remaining 19 programs mentioned contacting dropouts for the most part, and not graduates. The emphasis on dropouts appeared to be to encourage them to return rather than an evaluation of the program. Personal telephone calls, home visits, letters, and asking friends of the students were the most common methods used. There was no indication by any program of a set procedure to obtain information to help evaluate and improve the local program.

Two programs had conducted follow-up studies in 1968 and shared their reports with the project staff. One of the programs which had conducted a follow-up study in 1968 was the Sikeston M. D. T. A. program and the report was entitled Project Smart. The study was limited to a description of what had happened to students since leaving ABE and made no provisions for obtaining any evaluation of the program and suggestions for improvement. The other program which had conducted a follow-up study was the

Missouri Southern program at Joplin. This follow-up report consisted of testimonials from former students and comments by teachers. As with the Sikeston report, much useful information could be gleaned from the report but little was contained which might suggest improvements.

Both the St. Louis and Kansas City programs publish a small newspaper about the activities of the program and about ABE students. Contained in the papers are items about former students which serve as a follow-up. St. Louis also indicated that a yearly survey was conducted to determine what has happened to former students, although current reports were not available to the project staff. The Kansas City program indicated that a follow-up study was in preparation at the time of the survey.

Post-program assistance. Local programs were asked what provisions had been made to assist students to enter occupational training, find a job, or obtain better employment. Nine programs indicated that no provisions had been made to assist the students in these areas. Three programs were involved in some type of vocational training as part of the overall program. For most programs the procedure was to refer the student to other agencies such as Employment Security, area vocational schools, adult evening programs, M.D.T.A., C.E.P., and O.E.O. centers, or to encourage graduates to continue their education and to take the G.E.D. examination. Although all programs are required by the Supplement to the Manual of Operation, added in 1968, to offer post-program assistance, it appears that some programs have been unable to fulfill this requirement and others have done so only to a limited degree. Perhaps not enough time has lapsed to allow some programs to meet the requirement set forth in the supplement; therefore, an added effort should be made in the future to provide assistance in the vocational area.

Some programs did indicate contacts with business, industry, and labor organizations and it may be assumed that where these contacts have been made, some effort is also being made to secure vocational training, obtain jobs, or improve the employment of ABE students. This is an area which suggests further investigation and apparently needed assistance.

Dropouts. One of the major problems in reducing the number of dropouts is their early identification and counseling assistance. The data suggest that most efforts were expended after repeated absences. The most common encouragement consisted of counseling by teachers and counselors, and involved telephone calls, letters, home visitations, and conferences between the student and members of the staff.

Additional operations information. Several questions were included in the questionnaire which did not necessarily come under any particular category. The responses to these questions are presented here and add an additional vantage point from which to view the operations of local programs.

Program directors were asked to describe the fiscal channels in operation for their program and to indicate whether the procedures were the same as were ordinarily used. This was an effort to determine how easily materials and equipment could be obtained for local use. From the responses given the fiscal channels were the normal channels used by the local institution with the exception of the St. Louis program operated by the University of Missouri Extension Center which was shortened to allow direct purchasing. There appeared to be no reason for extensive delay in the purchase of necessary supplies and equipment.

Provisions were made by local programs for contributions to the retirement of all personnel through Social Security, Missouri State Teacher Retirement, or the retirement program of the University of Missouri. Some programs utilize combinations of Social Security and the Missouri State Retirement System or the University of Missouri retirement plan.

Auxiliary services provided through ABE funds or by outside agencies were also surveyed. Eighteen programs made provisions for counseling, babysitting, placement, welfare, and teacher aides with counseling provided by all but one of the 18 programs. Nine programs made no provisions through ABE funds, but utilized external agencies for special services. Seven programs provided no special services from either source. Outside services were offered in a variety of combinations including counseling, health, social and family services, placement, welfare, and vocational. For the most part, there appears to be a need for expanded services.

When asked whether pre-service and in-service training were provided at the local level, slightly less than 50 percent replied that pre-service training was offered and 37 percent indicated that in-service training was provided. It appeared that some programs took into consideration the State sponsored workshops when responding to the question about pre-service training. Descriptions of the pre-service and in-service training were also requested, but the responses were not in sufficient detail to be analyzed.

The program directors were asked what changes they would make in program operations if additional funds were available. Twenty-nine directors suggested changes which included: expansion of the program by adding students, providing transportation, extending the program upward to include the G. E. D. level, purchase additional instructional materials or equipment, and provide more individualized instruction. From the responses it appears that considerable thought has been given to ways in which programs could be improved.

Innovations by Local Programs. New or innovative approaches to teaching, counseling, recruiting, etc., were sought from the local programs in order that they might be shared with other programs. What follows is a listing of the responses given:

1. Individualized method of teaching centered around diagnostic testing and the development of a series of lessons for each student.

2. Use of individualized instruction (no emphasis on diagnostic testing was indicated).

3. Departmentalized teaching. Recruiting by contacting personnel directors.

4. Group counseling tried and proved effective in bringing out gripes, disappointments, etc.

5. Revision of drivers manual to the third grade level.

6. Use of programmed materials, use of teacher as counselor.

7. Used newspapers: Know Your World and This Is Your World.

8. Established special classes in phonics, manners, taxation, and science. Checked out hardware for daily use at home by students.

9. Individual and group counseling of student emotional and social problems. Classroom teacher is one of the group counseling members. Emphasis placed upon practical application.

10. Taking program classes to people by using community centers and homes.

11. Use of the International Teaching Alphabet (I. T. A.) at the lowest levels.

12. Use of I. T. A. with vocationally oriented materials to stimulate reading.

13. Use of resource people in the areas of jobs, legal advice, and health.

14. One teacher takes the time to teach a student in her home because the student is backward and bashful.

Staff.

Table 13

Number of Full-time and Part-time Personnel Authorized at Time of Budget Request

Position	Full-Time	Part-Time	Total
Director*	3	14	17
Administrative Assistant	1		1
Director-Counselor	1	1	2
Director Evening School		3	3
Coordinator	2	4	6
Supervisors		13	13
Supervisor-Teacher		2	2
Counselor	4	15	19
Teacher-Counselor		1	1
Teachers	15	184	199
Teacher Aides	9	36	45
Total	35	273	308

*Five programs did not expend money for administrative personnel. Administrators of local programs were titled as Directors, Coordinators, and Supervisors.

Table 13 presents the professional staff authorized at the time of budget request. At the time of the survey some adjustments had been made to adapt to actual classes and enrollments. Staffing, by necessity, is adjusted to enrollments. At the time of the survey, the 34 responding programs indicated personnel as follows:

1. Administrators and supervisors	
Directors	34
Coordinators	4
Supervisors	7
Administrative Assistant	1
Recruiter-coordinator	1
Teacher-supervisor	1
Teacher-trainer	1
Recruiters	3
Research Assistant	1
2. Teachers (With a current enrollment of 3,173)	200
3. Counselors (One was a Director-counselor)	18
4. Teacher Aides (Employed in eight programs)	37

Staff selection. Personal qualities play an important role in the selection of ABE teachers, and actually appear to receive first consideration. The characteristics most often sought in ABE teachers were:

1. A warm and caring type of personality.

2. A desire to work with undereducated adults.

3. A degree of flexibility.

4. A sensitivity toward, and an interest in, people.

5. A competency in their field of preparation.

While the training of the teachers was not listed as a major consideration in the recruitment of teachers, assignment to their teaching position was almost entirely based upon training and experience.

For the most part, ABE teachers were recruited from the local school system, especially those who worked part-time. One report by the State Supervisor of ABE indicated that one program has a local policy of shifting the opportunity for part-time teaching from teacher to teacher each year. This may be an equitable plan to offer an opportunity for additional income, but it does not appear to be conducive to a stable ABE program.

Salaries and wages. Provision for the hourly rate is set forth in the *Manual of Operations* in the statement, "Expenditures for teacher salaries in excess of $5.00 per hour will not be approved unless the salary rate of other adult education teachers is higher." In the event adult education hourly rates are higher, a special form certifying this fact must be completed by the local program director.

There are no recommendations or guidelines for the salaries which may be paid to other personnel, such as directors, supervisors, or counselors. Data from presently operating programs were collected to give an indication of the present status of such salaries. These data were divided into part-time and full-time salaries. Because programs differ according to staff size and some programs employ both full-time and part-time personnel, the number for each category presented in Table 14 varies, and some programs expend no money for directors, counselors, or teacher aides. Data presented in Table 14 were taken from the budget authorization for fiscal year 1968-69.

An inspection of Table 14 reveals that the median hourly wage paid to teachers was $5.00 which is the upper limit without certification regarding higher rates. Two-thirds of the programs were able to operate within the $5.00 per hour rate for their teachers. Only 12 percent of the programs exceeded $6.00 per hour. On the whole, the local programs appear to abide by the guideline established by the State office.

The range for wages paid to part-time directors was rather wide, with a nominal hourly wage of $1.00 being the lowest to a top of $12.00. The median was $6.00.

There were five programs which employed directors or coordinators on a full-time basis, but only three of these operated a daytime, or full-time program. The program that paid $75 a month for the director was one of the programs which operated only part-time; apparently a reporting error. The State office defines a full-time program as one that employs personnel for

30 instructional hours per week. The other program which operated only part-time employed not only the director full-time, but also a coordinator, and in addition employed a supervisor on an hourly basis. At the other end of the range is the amount $1,022 per month. This appears to be a large amount, but this program employs only one administrator and the total salary represents less than the 20% of the total budget, as recommended by the State office, this program is also one of the largest.

Table 14

Hourly and Monthly Wages
for Part-Time and Full-Time Personnel
from Budget Authorization

Type of Personnel	Part-Time (Hourly)	Full-Time (Monthly)
Director or Coordinator	Range: $1.00-$12.00 Median: $6.00	Range: $75.00-$1,022 Median: $333.33
Supervisors	Range: $5.00-$10.00 Median: $6.25	$192.00
Teachers	Range: $5.00-$7.50 Median: $5.00	Range: $80.00-$833.34* Median: $620.00
Counselors	Range: $3.50-$7.50 Median: $5.13	Range: $267.00-$666.67 Median: $499.17
Teacher Aides	Range: $1.00-$2.50 Median: $1.60	Range: $25.00-$395.00 Median: $328.00

*The lowest figure $80 was listed as full-time, but most likely represents a monthly payment for part-time work; thus, the lower level would be $448.00.

The range of wages for supervisors, counselors, and teacher aides were not as great as for directors and coordinators. The wages for supervisors and counselors appears to be close to that paid teachers, and is fairly close to the amount set forth in the guideline for teacher salaries. Any interpretation of the data is limited to the extent that the figures represent both rural and urban locations, but the data should provide a starting point for guidelines regarding such wages.

Qualifications and experience. The qualifications and experience of the various personnel were surveyed to determine the extent that qualified personnel were being utilized by local programs.

1. Administrators--The highest educational levels for the 32 Directors responding to the survey instrument were as follows:

Ed. D.	1
Masters and Masters plus	27
Bachelors degree	3
Less than Bachelors	1

All directors had had some administrative experience which included: school administration at all levels, director of supervisor of workshops and institutes, director of guidance programs, supervisor of M. D. T. A., or coordinator of various Federal programs.

Adult education experience, other than ABE, was indicated by 22 directors and this experience included administration of adult classes, teaching, coordinating, and the organization and direction of adult classes.

Twenty-seven directors indicated having ABE experience. This experience included: working on the State curriculum guide for ABE; supervising workshops; directing, coordinating, supervising, and teaching ABE and acting as a consultant.

Twenty-two directors indicated they had had ABE training in the form of workshops and/or institutes, course work in ABE, and conferences.

2. Supervisors--There were 19 responsesby supervisory or related personnel; however, three of these were recruiters. The highest educational levels for the remaining 16 personnel were:

Ed. D. (listed as a Research Assistnt and Program Coordinator)	1
Masters and Masters plus	9
Bachelors and Bachelors plus	5
Less than Bachelors	1

The professional experience of supervisory personnel included: teaching, school administration, and research. Seven of these 16 had had previous experience teaching or tutoring adults. Only three persons had had no ABE teaching experience or ABE training prior to assuming their positions.

3. Teachers--The highest educational levels of the 200 teachers were:

Masters and Masters plus	74
Bachelors	108
High School	18

Teacher certification by the State Department of Education at the elementary level was held by 95 of the teachers; secondary certification by 50; both elementary and secondary certification by 36. Only 19 of the 200 teachers did not have teacher certification.

A comparison was made between the type of certification held and the grade level at which they taught to ascertain how the teachers were being utilized. Particular attention was directed toward the training of teachers teaching at Level I, since a strong emphasis is usually placed on the teaching of reading. Of the 120 teachers teaching at Level I, two-thirds held an elementary teaching certificate. What is not known is the percentage of the remaining one-third who may have had special training in the teaching of reading, in addition to their secondary school teaching certificate.

About one-third of the 200 teachers had had no ABE experience prior to this year. The amount of prior ABE experience possessed by the remaining teachers was:

One year	48
Two years	37
Three years	17
Four years	17
Five or more years	4
No response	9

Of the 200 teachers, 187 had had prior teaching experience in elementary, secondary, adult education, special education, or other types of teaching. Sixty-five had had a combination of experience.

4. Counselors--The highest educational levels for counselors were:

Masters and Masters plus	15
Bachelors	2
High School	1

Professional experience indicated by the counselors included: welfare counseling; elementary, high school, and college counseling; rehabilitation counseling; teaching; school administration; and organizing an ABE program.

Eleven counselors indicated previous experience in adult education including teaching, counseling, and coordinating. ABE experience was indicated by eight counselors which included directing, teaching, counseling, and working with various agencies. Only ten of the counselors indicated they had had ABE training provided by institutes and/or workshops.

5. Teacher Aides--The highest educational levels for the 37 teacher aides were:

Bachelors and Bachelors plus	2
Some college	9
High School	17
Less than high school	9

Eight of these teacher aides were former ABE students.

Duties. Administrators, supervisors, counselors, and teacher aides were asked to describe their duties in order to gather together a composite listing of job characteristics.

1. Administrators (directors and coordinators)--The duties reported by the various administrators differed somewhat from program to program and comprised many combinations. After reviewing the duties many times, the various duties were assigned to 28 categories. These categories are listed below.

1. Administrative supervision
2. Teaching classes
3. Purchasing
4. Budgeting
5. Maintaining records
6. Assisting teachers

7. Completing ABE reports
8. Planning
9. Evaluating program
10. Meeting with advisory council
11. Staffing
12. Supervising classes
13. Establishing contacts with other agencies
14. Administering Federal programs
15. Organizing classes
16. Providing supplies
17. Conducting surveys
18. Developing in-service training
19. Keeping current on Federal and other programs affecting ABE
20. Selecting books
21. Publicizing the program
22. Recruiting students
23. Recommending materials
24. Counseling
25. Testing
26. Enrolling students
27. Placing students
28. Supervising research

Although the duties listed may not represent any particular program, it is very probable that they are representative of the areas with which each administrator may engage from time to time.

2. Supervisors--Specific duties given by supervisors included: pre- and in-service training, curriculum development, selection of materials, maintenance of student records, student orientation, testing, coordination with other agencies, development of teaching techniques, securing class space, purchase of supplies, budget control, preparation of reports, research, evaluation, supervision of personnel, promotion and advisement of students, interpretation and distribution of materials, placement, counseling, accounting for dropouts, recruitment work with ABE advisory council, and recommendations for jobs.

3. Counselors--Specific duties listed by counselors included: testing, test interpretation, group counseling, individual counseling, evaluation, teaching, keeping records, placement, interview, selecting materials, and recruiting.

4. Teacher Aides--Specific duties listed by teacher aides included: tutoring, setting up audio-visual equipment, operating audio-visual equipment, previewing materials, keeping student records, checking worksheets, monitoring tests, picking up library books, keeping reading corner current, telephoning absentees, contacting resource people, typing curriculum materials for teachers, and keeping inventory of supplies.

Class size. A wide range of responses were given by teachers when they were asked to state the size of the class or classes they taught. Some who taught all subjects for different grade levels apparently divided their class size into rather small units; therefore, a few teachers indicated their class had only one student. Other teachers apparently counted all the students taught in different classes and gave the total as their class size; thus, one teacher indicated a class size of 37. It was decided to use the median class size for each local program as the best estimate of the class size for that program. When this was done the class size ranged from four students to 17 students. The median class size for the estimated class size range was ten students.

The procedures used in this survey were not satisfactory for the determination of average class size. Nor is it satisfactory to take the total number of students and divide by the total number of teachers in the program, because even within the same program there may be a wide range of class sizes. An attempt to suggest a more equitable method to determine class size is presented in the section containing recommendations.

Staff turnover. No data directly relating to staff turnover rate were obtained, because several programs were operating for the first year. Indirectly though, information pertaining to turnover rate was collected by asking about prior ABE teaching experience. Approximately two-thirds of the 200 teachers had had prior ABE teaching experience.

Curriculum.

Textbooks and materials used should reflect the objectives of each program, but when local programs were asked whether their objectives were in written form, only 11 programs, or 31 percent, so indicated. The review of the written objectives revealed that for the most part, the objectives were a restatement of the broad general objectives set forth by the State program.

As indicated previously, a curriculum guide had been developed by the State office to serve as a guide and resource unit for the curriculum at the local level. Only two of the programs indicated that they did not follow the "guide" at least in part and these two programs had developed their own curriculum. In general, it would appear that the teachers are permitted wide latitude in adapting the curriculum to individual needs. This does suggest the need for experienced and well qualified professional teachers.

Since the policy of the State office is to allow local programs autonomy in the selection of textbooks and materials, it could be anticipated that a wide variety would be used. Some programs used as few as one basic series, e.g., Mott Series, and a graded supplement, e.g., SRA Reading Lab, while other programs used ten or more different series and supplements. A shortened list of the most commonly used is presented below:

	Title	Publisher
1.	Figure It Out	Follett Publishing Company
	Systems for Success	
2.	Programmed Math	McGraw-Hill Publishing Company
	New Practice Readers	
	Programmed Reading for Adults	
3.	Learning and Writing English	Steck-Vaughn Publishing Company
	Basic Essentials of Math	
	Our Democracy	
	I Want To Learn English	
	Working With Word Patterns	
	My Country	
	Working With Numbers	
	Basic Science	
	Adult Readers	
4.	Skill Builders	Readers Digest Company
5.	SRA Reading Lab	Scientific Research Associates Company

Several of the texts and supplemental materials used, but not listed above, were apparently designed for children, and a few were designed for a higher level of instruction than has been authorized for funding by ABE. When the text and materials used by the programs are considered as a whole, it is apparent that most programs are utilizing materials developed for the undereducated adult.

The local programs were also asked whether they maintained a library for their students with appropriate materials and whether they considered the library to be adequate. Twenty-six programs, or 74 percent, maintained a library. Eighteen of these 26, or 69 percent, considered their libraries to be adequate. Those who considered their library to be inadequate indicated that they planned to upgrade it, or indicated they supplemented the library by use of public or school library materials.

Instructional aids. A variety of audio-visual equipment and other instructional aids were used by the different programs. There was also great variation in the number utilized from program to program. Some programs listed only an opaque projector or controlled reader while others listed as many as ten different types of equipment. An abbreviated list of the most commonly mentioned equipment and aids is presented below:

Audio-Visual Equipment

1. Film Projector
2. Overhead Projector
3. Filmstrip Projector
4. Tape Recorder
5. Reading Machines
6. Record Player
7. Audio-X Projector

Instructional Aids

1. Films
2. Film strips
3. Maps
4. Records
5. Tapes
6. Flash cards
7. Transparencies

The manner in which the equipment was used differed according to the program. A few programs had head sets to be used with the tape recorders whereby students could listen to pre-recorded lessons (either teacher made or commercial) while the teacher worked individually with other students. One program checked out equipment to be used at home by students. Some programs used commercially prepared materials, such as EDL-100, with an entire class, while other programs used programmed material on an individual basis. Some unusual aids were used also. One such aid was a transit, tripod, and elevation stick, presumably to be used in teaching some phase of math. While a large number of audio-visual equipment and instructional aids were listed, the extensiveness of the use of such equipment and aids was not surveyed. Most likely, this extensiveness should be checked in future evaluations.

Testing. Only two programs indicated that they did not use tests while approximately 50 percent of the programs used only one test. Two tests were used by 20 percent of the programs and three or more tests were used by 23 percent of the programs. The use of tests has been encouraged more by the State office in the last year or two. When ABE began in Missouri, the opinion was held that adults might object to being tested. With the passage of time, this opinion was not supported; therefore, more testing was encouraged.

No particular test is recommended or required by the State office; therefore, a variety of tests were being used. Tests used by five or more programs are presented below with the most commonly used listed first:

1. California Achievement Test (various levels)
2. Stanford Achievement Test (various levels)
3. Adult Basic Language Examination (ABLE)
4. Adult Basic Education Survey

Other tests with reported use were: BETA, Iowa Basic Skills, Iowa Achievement, SRA Achievement Tests, Gates Survey, ITPA, Gray Oral, Kuder Preference, Wide Range Achievement, and California Test of Basic Education. Less than 30 percent of the programs used test results from other sources.

The most often mentioned use of testing was for grade placement of students and determination of student progress. Seventy-four percent of the programs used testing in some form to help determine beginning level. Very few of the programs used learning disability or diagnostic tests.

Research. No data which reflected a controlled experiment with methods or materials were obtained by the project staff. Several programs were using methods and materials which could provide the nucleus for a comprehensive study. Activities from a few programs will be mentioned which might suggest areas for research:

1. Two programs were using I. T. A. materials with beginning students. One program is the University City program and the other is the Department of Corrections program.

2. The St. Louis program sponsored by the University of Missouri Extension Center has developed an Individualized Curriculum and has used this curriculum in its program. Several other programs have used programmed materials, especially in math.

3. The Kansas City program has a special project to provide equipment and materials daily for individual study at times of the students own choosing.

4. Several programs organized their classes by subject matter, or a modified departmentalized basis, while others had the teacher teach all subjects. One program, University City, utilized a team teaching approach.

5. The Sikeston M. D. T. A. program has conducted an evaluation of the Learning 100 Basic Education and Communication Skills System which includes: (a.) Tach-X Accuracy Training, (b.) Controlled Reader Mobility Training, (c.) Aud-X equipment, (d.) Controlled Reader Process Training, (e.) Study Skills Library, and (f.) a Listen and Write and Listen and Read Series of magnetic tapes. It was concluded that the Learning 100 System of Instruction has been a very valuable addition to improvement of instructional efficiency for prevocational levels at the Multi-Occupational Facility.

6. The Department of Mental Diseases is developing materials and a curriculum to be used with adults who are mentally disturbed whether these adults are in an institutional setting or in a local program.

As indicated previously the results of these different approaches were not available, except for the Sikeston program. There is great need for wide distribution of research reports relating to ABE programs.

Resource people. An activity which might add to the effectiveness of the curriculum is the use of resource people to supplement the instruction of the teachers. Responses to the questionnaire indicated one-third of the programs had used resource people. Resource people were used by these programs in the following areas:

1. Home Management
2. Use of public library
3. Social security--how it works
4. Banking and credit--about borrowing
5. Visit to local mineral museum
6. Taxation-practice forms and study book from Internal Revenue Service
7. Travelogue about Holy Land
8. Home gardening--help people with their orchards
9. Cooking--planning well balanced meals

10. Good Grooming
11. Installment buying
12. Education--discussed education for today and continuing on to further education

Grade levels. Grade level placement in the Missouri ABE program is divided into three levels. Level I includes grades 1, 2, and 3. Level II includes grades 4, 5, and 6 while Level III includes grades 7 and 8. Local program directors were asked to indicate the approximate clock hours needed for students to complete the different levels. Table 15 presents the ranges of the responses given and the medians. Nine of the programs were first year programs and 6 indicated the data were not available; therefore, there were responses for only 20 programs.

Table 15

Approximate Hours Needed to Complete a Given Level

Level	Range	Median
I	50 hrs. to 960 hrs.	208 hrs.
II	40 hrs. to 640 hrs.	200 hrs.
III	40 hrs. to 400 hrs.	170 hrs.

The extremes in the ranges in Table 15 tend to lead one to believe that the responses given were at best "estimates." It is difficult to determine the level at which a student should be placed, because the adult may be at grade 2 in reading and at grade 5 in math. For this reason it is questionable whether it is possible to determine just how long is needed to raise a student from one level to another.

Individualized instruction. Increased emphasis on individualizing instruction by the State office is reflected by the responses of the local program directors when asked whether they would characterize the materials used by their programs as being traditional, programmed, or balanced. Only eight programs, or 23 percent, characterized their materials as traditional. Twenty-four programs, or 69 percent, indicated that their materials were balanced between traditional and programmed. Only three programs, or 9 percent, indicated they used programmed materials exclusively.

Students.

During the development of the survey design, it was determined that certain types of demographic data would not be readily available, such as marital and family status, employment status, family income, etc. While other types of data, such as age, sex, and race, could have been compiled by the local programs, there would have been an extra burden placed upon most directors. Also, there was no reason to expect that demographic data available from local programs would differ drastically from the data reported by the State office for the past years. It was decided, however, that systematic procedures would be necessary if uniform data were to be made available for more comprehensive descriptions of enrollee characteristics. Suggestions are offered in Chapter V.

Reasons for enrollment. Since few programs had made provisions for systematic collection of the reasons students give for enrolling in an ABE program, the directors were asked to list what appeared to them to be the most common reasons. A list of the responses from the directors, in order of frequency of occurrence, is presented below:

1. Get a better job
2. Improvement of self
3. Obtain high school equivalency
4. Improve educational level
5. Assist children with homework
6. Learn to read and write
7. Get a job
8. Children want parent to have better education
9. Learn to read better
10. Qualify for welfare funds
11. Means of leaving hospital
12. Read the Bible
13. Read letters from relatives
14. Better understanding of socio-economic structure
15. Keep up with children

There is wide variety in this list, but some of the reasons mentioned would indicate that quite often an adult's initial reason for entering the program is not as extensive as the objectives for the program. If this is indeed the case, it suggests that consideration should be given to the possibility that some adults who drop out of the program may have, in fact, actually accomplished their primary purpose for entering the program and still not have completed Level III or eighth grade equivalency.

Graduation rate. Quarterly reports submitted by local programs concerning student enrollment were reviewed in an effort to obtain data about the graduation rate, but the data on the reports were for the present year only and were not cumulative from year to year. A minor adjustment in the form could provide this information in the future.

Local programs were asked about the percentage of students who had completed each level in an effort to broaden the concept of the graduation rate. The results obtained for this question indicate that most likely the question was not a good one or was phrased improperly, especially when the difficulty of grade placement is taken into consideration. The ranges and medians for the responses given are presented in Table 16. Nine of the programs were first year programs and nine of the remaining 26 indicated that the data were not available or gave no response; thus the data presented below are for 17 programs. This data represents responses to a rather poor question, or poorly defined levels, but the wide range of responses does indicate that some means needs to be developed to collect this type of data.

Table 16

Estimates of Percentage of Students
Who Complete a Given Level

Level	Range	Median
I	15% to 100%	50%
II	10% to 85%	50%
III	2% to 80%	60%

Retention rate. Drop-out rate data were not available from the quarterly reports submitted by local programs. An attempt was made to obtain retention data by asking the percentage of students who remained in the program and continued on to the next level. This question, like the one discussed above, also failed to elicit the desired information; however, some programs attempted to estimate the percentage. Nine programs were first year programs and eight programs indicated the data were not available or gave no response. The ranges and medians are presented in Table 17 and represent responses from 18 programs. The responses to this question also suggest that provedures need to be developed to collect this type of information.

Table 17

Estimated Percentage of Students Remaining
to Continue on to the Next Level

Level	Range	Median
I to II	10% to 90%	50%
II to III	10% to 90%	59%

Chapter IV

RESULTS OF THE ENROLLEE FOLLOW-UP STUDY

Two highly desirable elements in the evaluation of an educational program is the determination of enrollee progress as measured by internal criteria established by the program and enrollee benefits as a function of their own personal goals. The former is best evaluated by the student's attainment of the specific behavioral outcomes implicit within the program's stated objectives. The latter is best measured through the student's stated goals and their attainment. Successful programs are characterized when the two sets of objectives are compatible and each have attained their goals.

The third phase of the year's study was an attempt to determine the student's evaluation of their ABE program. Three procedures were available to determine the enrollee's reaction: (1) from data obtained from the school, (2) enrollee interviews, and (3) a follow-up mailed questionnaire. The first two methods were explored and not found to be feasible at this time either due to the lack of available data or to time and cost. The third method was employed and from the experience of other follow-up questionnaires only a limited sample was drawn and the questionnaire kept as short and as unsophisticated as possible.

The areas covered by the questionnaire corresponded to the broad objectives for ABE in Missouri: (1) become less likely to be dependent on others, (2) improve their ability to benefit from occupational and homemaking training, (3) increase their opportunities for more productive and profitable employment, and (4) make them better able to meet their adult responsibilities. In addition, the enrollees were asked what their goals had been while attending ABE classes and whether or not they felt their goals had been reached. The procedure used in the questionnaire was to solicit a yes or no response to the questions followed by a request for comments by the enrollee.

Data Collection.

The sample surveyed was drawn from the population who had graduated or terminated during the year 1967-68. Mailing lists were provided, according to the sampling procedure outlined in Chapter I, by 22 of the 23 programs operating during 1967-68. Mailing and replies were as follows:

Mailed	724
Unclaimed	57
Returned	165
Usable	138 (20.7%)

Of the returned and unusable replies, 22 persons indicated that they were continuing in their program. The 138 usable replies were equally divided between those who had graduated and those who had terminated.

Findings of the Survey.

1. Did you complete the ABE program? If no, why did you stop attending classes?

Graduates	69
Non-graduates	69

Reasons most frequently given for terminating before graduation were: school conflicted with work or home responsibilities, baby-sitting problems, pregnancy, ill health, transportation, financial problems, enrollment in a different school program.

2. Are you continuing your education beyond the ABE program? If yes, in what kind of program are you enrolled?

	Yes	No	No Response	Total
Graduates	17	51	1	69
Non-graduates	6	58	5	69

The responses from those who were continuing indicated they were enrolled primarily in business courses, GED, college, and Licensed Practical Nursing.

3. Were you employed at the time you entered the ABE classes? If yes, what type of work were you doing?

4. Are you employed at present? If yes, what type of work are you now doing?

These two questions were considered together to give some indication about the employment record of adults who have attended ABE classes. By considering these two questions together the following combinations of responses were obtained: (1) employed at time of entering and employed at present, (2) employed at time of entering and not employed at present, (3) not employed at time of entering and employed at present, and (4) not employed at time of entering and not employed at present.

			#4		
			Yes	No	
Graduates	#3	Yes	26	14	40
		No	5	24	29
			31	38	

			#4		
			Yes	No	
Non-graduates	#3	Yes	33	7	40
		No	8	21	29
			41	28	

The types of work listed by the respondents indicated that in some instances there had been shifts in the type of employment. The shifts in employment indicated were as follows:

a. Cashier to IBM keypunch operator
b. Stave joiner to foreman
c. Custodian to chauffer
d. Skilled worker to clerk
e. Service station attendant to assistant shop foreman
f. Factory worker to hotel worker

For those who had not been employed at the time of entering ABE classes and who were not employed at the time of the survey, it was estimated that approximately two-thirds were housewives.

5. If you are not attending any class at present, would you like to attend some kind of class? If yes, what kind of class would you like to attend?

	Yes	No	No Response	Total
Graduates	44	14	11	69
Non-graduates	52	13	4	69

The kinds of classes most often mentioned by both graduates and non-graduates were related to secretarial and business areas, and trade or skilled training. Non-graduates also expressed interest in attending ABE classes to complete their program.

6. Do you feel attending adult education classes helped you in any of the following ways?

   A. Obtained a job, a better job, or improved your income? If yes, how?

	Yes	No	No Response	Total
Graduates	30	30	9	69
Non-graduates	24	32	13	69

Some typical comments by those indicating they had been helped are presented below:

1. "Advanced on the job"
2. "Helped meet requirements for a job"
3. "Gave self-confidence in getting a job"
4. "Helped to keep up with younger people at work"
5. "Helped to obtain a job by giving opportunity to learn a trade"

One individual volunteered he had obtained a full-time job and his hourly wage had increased from $ .75 to $2.25.

   B. Became less dependent on others? If yes, how?

	Yes	No	No Response	Total
Graduates	37	27	5	69
Non-graduates	32	23	14	69

When both graduates and non-graduates were considered, 50 percent indicated they had been helped to be less dependent on others. A typical remark among those indicating they had not been helped was that they had always been rather self-sufficient. Typical comments about ways in which those who were helped are presented below:

1. "Getting enough training to get a job and earn a living"
2. "Will not need help to care for my family"
3. "Do not have to depend on ADC"
4. "Handling my own problems"
5. "Can help husband work"
6. "Can rely on my own judgment"
7. "Help to understand what I read better and explain things to others"

C. Was this a good influence on your family? If yes, how?

	Yes	No	No Response	Total
Graduates	55	7	7	69
Non-graduates	53	6	10	69

When the two groups are combined, 78 percent indicated that ABE had been a good influence on their families. Some typical comments were:

1. "Influenced children to go to or continue school"
2. "Family was proud of student"
3. "Encouraged other members of family to go to school"
4. "Could get a better job"
5. "Could fill out income tax forms for family"
6. "Learned to speak English"
7. "Could help children with homework"
8. "Could teach other members of the family"

D. Gained confidence or improved yourself? If yes, how?

	Yes	No	No Response	Total
Graduates	62	4	3	69
Non-graduates	55	11	3	69

When both groups were combined, 85 percent indicated they had gained confidence. Examples of responses are presented below:

1. "Security of knowing you are trained well enough"
2. "Improved my desire to gain knowledge"
3. "Gave me confidence that I needed to realize I was capable of learning"
4. "Wanted to prove to myself that I could do it"
5. "Better qualified to meet problems in life"
6. "Was proud of myself"
7. "Learned to do another job"
8. "Before--I never felt I could compete with others socially"
9. "Found that I was smarter than I thought"

E. More able to assume adult responsibilities? If yes, how?

	Yes	No	No Response	Total
Graduates	37	18	14	69
Non-graduates	32	21	16	69

For the combined groups, 50 percent indicated they were more able to assume adult responsibilities. Typical responses were:

1. "Able to fill out job application"
2. "Can now reduce the size of a recipe without guessing"
3. "Able to make a budget"
4. "Able to help children with homework"
5. "Able to provide well for my family"
6. "Take part in other educational programs"
7. "Keep up with what is going on in the world"
8. "Help in managing insurance, income tax, installment buying"
9. "Am now a project leader in 4-H"
10. "Now that I am bringing a salary home, this makes me feel like a man"
11. "Present job carries more responsibility"
12. "Able to speak in public"

7. What was your goal, or what did you want to get out of the classes while you were attending the ABE classes?

Sixty-eight of the 138 respondents indicated that their goal while attending the ABE program was to finish high school or obtain the GED. There did not appear to be any significant difference in the responses of the graduates or the non-graduates. The most frequently mentioned goals of the respondents are presented below in the order of their frequency of occurrence:

a. Obtain GED or finish high school
b. Get more education
c. Get a better job
d. For self-improvement or self-confidence
e. Complete LPN, trade, or other vocational course
f. Read and/or write better
g. Complete 8th grade

It is interesting to note that obtaining a job is third on this list which might imply that economic gain may not be the principal reason adults enter ABE classes. However, there is also the implication that a high school education is needed to improve one's situation.

8. Do you feel you reached your goal?

	Yes	No	No Response	Total
Graduates	43	24	2	69
Non-graduates	3	61	5	69

When questions seven and eight are considered together, it becomes apparent that a large number of those who felt they did not reach their goal most likely entered with the anticipation of completing high school or obtaining the GED. A large number of those who felt they had reached their goal were individuals who had gone on to pass the GED test.

9. Please suggest ways the classes might be improved.

A wide variety of suggestions were offered with some having sufficient frequency to suggest a trend. These suggestions are presented in order of frequency of occurrence:

a. More individualized instruction
b. Course work like the GED test
c. More subjects, such as typing

d. Better teaching
e. More English
f. More classes
g. More time

Other suggestions offered were: "try to keep the students in school", "self-help workbooks outside of class", "get together with friends outside of class", "more teachers, books, and publicity", "more use of the library", "help the aliens", "transportation", "more counselors", "bimonthly meetings for parents to discuss children".

Chapter V

OBSERVATION AND RECOMMENDATIONS

Survey techniques are very useful in collecting data to determine the status of the subject under review, but quite often the data obtained are insufficient for final conclusions. It was determined that such was the case with this study; therefore, it was decided that only observations would be offered at this time. Any conclusions pertaining to ABE in Missouri must await the acquisition of more detailed data pertaining to the desired outcomes to be established for ABE students.

The first part of this chapter is concerned with the observations of the Evaluation Project staff about ABE in Missouri and is divided into three parts corresponding to the three phases of the study. The second part of this chapter is divided into a section on general recommendations and a section on more specific or definitive recommendations.

OBSERVATIONS

State:

The State Office of Adult Basic Education is operationally established at the departmental level in the organizational structure of the State Department of Education in Missouri. This relationship should facilitate decision making and gives recognition to the importance of adult basic education in Missouri. The size of the staff appears to be adequate at the present time. Although both the Director and Supervisor devote only half of their time to ABE, the working relationship between the two provides, perhaps, more service than the full-time equivalent of one person.

As far as the State's portion of the funds available for operation at the State level is concerned, the proportion paid by the State of Missouri has been more than the 10 percent established by law.

The qualifications and experience of the Director and Supervisor meet the criteria set forth in the Missouri State Plan for Adult Basic Education. While their prior experience with adult education was somewhat limited, both men have availed themselves of the training institutes sponsored by the Federal government and have been actively engaged in activities which make them knowledgeable about ABE. In addition to their qualifications and experience, another strong factor in the operation at the State level is the continuity provided by no turnover in personnel since the program began.

There appears to be active cooperation with both internal and external agencies throughout the State. This point is amplified by the number of agencies with whom the State office cooperates which have been listed previously.

Records which are maintained by the State office appear to be adequate to complete the reports required by the USOE, but do not contain data which are necessary to fully evaluate the effectiveness of ABE throughout the State or to be used for research purposes. There is a need for a centralized storage of data; such as, demographic information, pre- and post-test scores, attendance records, etc. In addition, there appears to be a need for a recommended cumulative record form to be used by local programs.

Procedures for recruiting and funding local programs appear to be equitable. The major limitations appear to be the ability of the local institution to obtain the 10 percent cash which is required to participate and the availability of Federal funds.

The amount of control over local programs by the State office appears to be reasonable enough to not interfere with local operation. By helping the local programs to develop their budgets, maintaining an internal audit, periodically informing local programs about their balance, and through provisions for reallocation of funds and equipment, the State office maintains sufficient control without dictating exactly how local programs should operate.

Determination of the target population is very difficult because the information used is almost ten years old. Comparisons of State figures with the figures available from the 1960 Census do indicate that when all programs are considered a favorable effort has been made to reach the target population.

A closer inspection into the cost of operating certain local programs needs to be made. While the cost of operation for local programs is continually reviewed, there appears to be some imbalance between per pupil and per instructional hour and administrative costs.

While there is some informal evaluation, there does not appear to be adequate data available to fully evaluate local programs. Furthermore, the objectives of ABE need to be delineated in terms of behavioral outcomes which are observable or measurable to determine a more appropriate evaluation of the effectiveness of ABE.

Efforts to train teachers of ABE students appear to have been substantial in the past. Since the initiation of ABE in Missouri, numerous workshops and institutes have been held. Additional help is provided the local programs through the consultative and supervisory activities of the State office.

One of the strong points of the Missouri program is the emphasis that is placed upon individualization of instruction. This point is further strengthened by the interest and effort of the State office in the development of curricula to be used in ABE. The curriculum for individualized instruction which was developed by the University of Missouri Extension Center in St. Louis and the project to develop a curriculum for mentally disturbed individuals being conducted by the Division of Mental Diseases are cases in point.

Local.

The relative standing of ABE programs within the local educational agencies appears to be sufficiently high to allow for the flexibility in operation which is necessary for programs of this nature. There apparently is no serious problem in obtaining the necessary materials and equipment, provided that the money is available.

Local programs have contributed the 10 percent proportion of funds which is necessary to participate in ABE programs rather than the State. This practice may limit the participation of some school districts where it may be desirable to hold ABE classes, and where no local funds are available. It also places a limitation upon the possibility of a more efficient operation in some areas of the State whereby one school district could be designated as an administrative unit and satellite programs established in surrounding areas. There is some question whether local funds can be used to serve patrons from other school districts.

There needs to be continued effort, both at the State and local level, to insure accuracy in the completion of reports requested by the State office. It should be noted that steps have been taken to clarify the Quarterly Report and the Annual Report, although some errors are still found.

While a few programs maintain a cumulative record for each student, there is a need for a standardized form. Information contained in the cumulative record should be of such nature that it will be useful to the local program, as well as provide data for reports and research needs.

Physical facilities for classes appear to be appropriate for ABE instruction when these facilities are rated by the teachers. The effort that is being made to move the classes closer to the residence of the student, both urban and rural, is worthy of continuation and expansion.

Determination of the target population and the recruitment of students appear to be major problems for many programs, especially beginning programs. In some instances no survey had been conducted to determine the target population and in other instances the survey results apparently were inadequate. Some programs need assistance with recruitment and should use more avenues for solving this problem.

For the most part, staff and program evaluation is conducted informally. There appears to be a need for developing more definitive objectives for local programs in terms of behavioral outcomes which may be observed or measured to facilitate a more comprehensive evaluation. There is also a need for a standardized procedure for conducting follow-up studies to facilitate the evaluation of local programs.

Many programs do not provide post-program assistance such as that suggested by the 1968 Supplement to the Manual of Operations nor have working relationships been established with other agencies. Part of the explanation for this may be recency of some programs and that functional advisory committees have not been established.

There are several innovative programs being conducted throughout the State. The methods used and the results obtained should be written up and shared with other programs.

The percentage of the annual budget for some programs which is allocated to instruction continues to remain relatively small while the allocation for administration remains large.

There appears to be a need for a closer review of expenditures for administrative salaries by some local programs. When all programs are considered though, the amounts allocated to administration and instruction may be considered to be reasonable.

The qualifications of the teaching personnel appear to be satisfactory. The vast majority of the teachers are certificated teachers and appear to be utilized, for the most part, in the area of their training. There is, perhaps, a need for more inservice training during the year.

A wide variety of instructional materials, such as textbooks, programmed series, and supplemental materials, are being used. Without a more intensive study of the materials being used, it is not appropriate to pre-judge their effectiveness. For the most part, the materials do appear to be appropriate for adults. The increased emphasis on individualizing instruction has merit and should be encouraged and expanded.

Few programs have used resource people in their programs. Serious consideration needs to be given to the feasibility of using resource people to enhance instruction.

In the reporting of student data there is a need to distinguish between years of formal education and educational grade placement. In many cases this may vary greatly. Also, the State office should suggest a more definitive statement for categorizing educational grade placement appropriate to the three levels which would take into account differential achievement in each of the major subject matter areas.

There is an apparent need for some type of special training for counselors of ABE students. It was not determined how many of the counselors were certificated, but it is apparent that the needs of ABE students are somewhat different from those of high school age. A program for training ABE counselors needs to be developed at the State level and local counselors should be encouraged to attend.

Follow-up.

The extent that the sample used and the returns received represent the population of graduates and non-graduates of ABE is not known. Sufficient demographic or descriptive data were not available from all programs from which samples were taken to allow the project staff to assess whether those who responded were truly representative or not. Also, a return of 20.7 percent for a mailed survey is not ordinarily considered to be sufficient upon which to generalize to the total population. However, the data are of some interest and were reported.

When the totality of the follow-up is considered, the results of ABE appear to be very favorable. The respondents indicated very strongly that their ABE experience had been a good influence on their families and had helped them to gain confidence in themselves. Approximately half also indicated that ABE had helped them obtain a job, obtain a better job, improve their income, become less dependent on others, and to better assume their adult responsibilities.

From the responses it became apparent that the goal of approximately half of the adults had been to obtain a high school education at the time they entered ABE and that many of them felt they had not reached their goal. This was perhaps an unfortunate goal since ABE, at present, only goes through the eighth grade.

RECOMMENDATIONS

General Recommendations.

1. As soon as possible the 10 percent portion of the local budget which is now furnished by the local educational agency should be funded at the State level. This would allow the establishment of administrative centers which could operate satellite programs in the surrounding areas. When this is done it should result in reduced administrative cost with a corresponding increase in the percentage available for instructional purposes.

2. Provision should be made, as soon as possible, for the extension of ABE to the fourth level. If Federal funds are not forthcoming, funding should be sought from the State legislature. The results of the student follow-up study suggests a recognition on the part of enrollees that a high school equivalency is required to successfully compete in our economic and social structure.

3. A special program of training for ABE counselors should be developed. One portion of the training might emphasize the use of tests as learning diagnostic tools rather than for classification purposes. Another phase might be an emphasis upon helping the adult

who has completed the program or is about to become a dropout. This phase should help the counselors become knowledgeable about the various opportunities and services available in their locale, as well as what procedures must be followed to obtain such assistance. A third phase of the training might concentrate upon counseling techniques which could be used when working with undereducated adults. A fourth phase should be to acquaint the counselors with the characteristics, abilities, and problems of ABE students.

4. The individualized instructional curriculum developed by the University of Missouri Extension Center should be field tested to determine whether it would be advisable to recommend it to all programs throughout the State.

5. One apparent need of most programs, especially beginning programs, is assistance in recruiting students. It is recommended that a segment of the annual ABE meeting be devoted to this problem. While all teachers may not need, or want, to attend this discussion, it may be advisable to have them do so, because everyone in the local program needs to become involved in this activity.

6. Reports of innovative approaches to teaching ABE should be shared with all programs. This could be accomplished by devoting part of the annual meeting to such reports, or regional meetings could be held during the year.

7. Closer adherence to the guidelines set forth in the 1968 Supplement to the Manual of Operations should be encouraged, especially that portion pertaining to administrative costs. It is further suggested that a minimum of 60 percent of the total budget at the local level should be allocated for instructional purposes which should include such items as salaries for teachers and teacher aides, instructional supplies, and instructional equipment.

Specific Recommendations.

In brief, there are but three specific recommendations: (1) adopt the use of a Student Profile, (2) develop a cumulative record to be used by local programs, and (3) develop a data blank. While these three recommendations can be stated briefly, there is much more involved. Each of the three recommendations will be discussed further in the following paragraphs.

1. Adopt the use of a Student Profile. Adults who attend ABE classes present a wide range of prior achievement, even when assigned to a single class. It is not uncommon for an adult to be at grade 2.0 in reading and grade 5.0 in math. To place this student at Level I in all subjects would hinder him in math; therefore, it is recommended that the concept of Levels I, II, and III be abandoned for placement purposes. Since there is already an increased emphasis on individualized instruction, it appears to be appropriate to place students according to where they are in each subject matter area.

To adopt this recommendation will present problems which will have to be resolved. Only a few are mentioned here. First, there is the assumption that some type of testing will be needed to determine and, better yet, to diagnose the point of development of each student. A further aspect of this testing is the decision about what test should be used. It would greatly simplify matters regarding progress of students if all programs could decide upon one test to be used. Furthermore, if this one test could be a test that was especially developed for use with ABE students in Missouri, it should be more valuable in evaluating the progress of students. Also, those programs which do not use standardized testing at the beginning would have to do so, and testing should be done at least twice during the year.

Secondly, for the testing program to be successful, the reason for the testing will have to be explained to the students. The vast majority of adults are not opposed to testing if they understand the testing is to be used to help them. For those who are opposed to, or afraid of, testing, some other means may be needed initially, but within the first two weeks enough rapport should be established to permit testing.

Finally, the use of the Student Profile will necessitate some programs changing their class organization and methods of instruction. Mostly, programs which have one teacher teaching all subjects to different levels will have to use more programmed material and individualized methods.

The Student Profile which is recommended is nothing more than the recording to test scores in each subject matter area, and with measurement of progress being made in each area without regard to the total for all areas. If it is necessary for report purposes to continue the use of Levels I, II, and III, then the average for the three or four subject matter grade equivalents could be obtained and used to represent a Level.

2. Cumulative record. A good beginning upon the development of a cumulative record has already been made with the use of the ABE Student Information Form. The data on this form provide much useful demographic information, but do not contain information which might be useful when counseling a student, conducting research, or conducting a follow-up study. In addition, there are other types of information which should be available in the record of each student; such as, test scores, attendance records, and anecdotal records. It is recommended that a folder for each student be maintained which should contain the following: (1) ABE Student Information Form, (2) personal data form, (3) test record, (4) attendance record, and (5) an anecdotal record. Some programs may wish to keep additional information about their students; therefore, what is recommended here should be considered a minimum.

No attempt will be made to design the forms at this point. Any design of forms to be used should be done in connection with recommendation three, the data bank. However, suggested types of information which might be collected are presented in Appendix E.

3. Data bank. It is the opinion of the survey staff that a major deficiency of the ABE program in Missouri is the lack of data needed to complete an adequate evaluation. This is not to say that the data are not available, provided enough time and effort are expended to compile it, but that the data are not readily available for use and for research. For this reason, it is recommended that a Data Bank be established and maintained at a central location with computer facilities.

The recommended Data Bank may be as extensive as may be practical or needed. There is no problem in collecting and storing large amounts of information about the State and local programs, but it is a waste of time and money if excessive data are stored and not used. It is not the function of the study to determine what the ultimate needs of the State office may be. However, suggestions pertaining to the types of data which might be stored in the data bank are presented in Appendix F.

APPENDIXES

Appendix A

STATE DEPARTMENT QUESTIONNAIRE

I. What percent of the ABE funds are financed by the State?

II. Organization

- A. How does the ABE department fit into the organizational structure of the Department of Education? Have there been any changes since 1965? If yes, what and why?
- B. What are the line and staff relationships operating which affect ABE? Have these relationships changed since 1965? If yes, how and why?

III. Staff

- A. How many full-time and part-time personnel are used in the State ABE office? What changes in the number have occurred since 1965?
- B. What is the number of full-time and part-time personnel throughout the State for 1965-68?
- C. How is full-time and part-time defined for use by the State office?
- D. What are the duties of the State level personnel?

IV. Qualifications and experience

- A. What is the educational and experiential background of the various State level personnel? Have they had any experience in adult education prior to their present employment?
- B. Have the State personnel had any prior experience with ABE classes prior to their present positions?
- C. What type of training has been received since joining the ABE staff?

V. Relationship with internal and external agencies

- A. With what external agencies do you cooperate and what is the nature of the relationship with each?
- B. Does ABE Support mean financial support?

V. Relationship con't.

   C. With what internal agencies do you cooperate and what is the nature of the relationship?

VI. Staff retention

   A. How long has each member of the State personnel occupied their present position?

   B. Are ABE personnel covered by the State Merit System? Yes___ No___ If no, what provisions have been made to insure equivalent benefits?

VII. Fiscal procedures

   A. What are the budgeting procedures followed by the State office?

   B. What provisions are made for an internal audit of funds? Have the State accounts been audited by the State Auditor? Yes___ No___

VIII. Records and reporting

   A. What types of records are kept by the State office? What is the purpose of each type of record and who is responsible for maintaining it?

   B. What types of reports are required by the Federal and State levels? How often are the reports required? What steps are taken to determine the accuracy of the reports?

IX. Teacher training and services

   A. What types of teacher training programs were conducted during the years 1965-68?

   B. What services are provided to the local programs by the State office?

   C. What provisions are made for the sharing of data and information with and between local programs?

X. Evaluation

   A. What is the extent of control exercised over local programs?

   B. What criteria have been used in the past to evaluate the ABE program (both State and Local)? What are the desired outcomes for which the State office looks?

XI. Funding of local programs

   A. Who initiates, and what are, the procedures for funding the local programs? What encouragement and help are offered by the State office?

   B. Why have some programs been discontinued?

   C. What provisions are made for the reallocation of unused funds?

XII. Matching ratios

   A. What provisions are there for State matching funds?

   B. What were the Federal, State, and local matching ratios for the years 1965-68?

Appendix B

ADULT BASIC EDUCATION

EVALUATION PROJECT

College of Education
University of Missouri-Columbia

515 South Sixth St.
Columbia, Missouri

PROGRAM CHARACTERISTICS

I. Identifying Data

Sponsoring Institution ________________________________

Address ____________________ ____________ ____________
Street City County

Director's Name ________________________________

II. The information requested in this section pertains to the organizational structure of your program and is needed to develop an overall understanding of the operation of your ABE program.

A. What was the original beginning date of this program?

Month__________ Year_______

B. How does the ABE program fit into the administrative structure of your institution? (Organizational Chart)

____

____

____

____

C. Do you utilize a lay advisory committee? Yes____ No _______
If yes, what is its composition? ____________________

____

____

____

D. What is the title of your immediate supervisor? ____________

____

E. Briefly describe the fiscal channels in operation for your program: (Purchasing procedures, etc.)____________________

____

____

____

____

1. Is the above procedure the one ordinarily used by your institution? Yes ______ No ______

If no, how does it differ? ____________________

____

F. Do you employ supervisory personnel? Yes______ No _______
Data sheets are attached for each supervisor.

G. Do you employ one or more counselors? Yes_____ No________
Data sheets are attached for each counselor.

III. This section requests information pertaining to the operation of the program. This information is requested to provide as complete a description of the program as may be possible. If you think that additional information may be helpful, please feel free to include such information with this questionnaire.

A. Objectives of the program

1. Are the objectives of your program available in written form? Yes _______ No ________
If yes, please include a copy of the objectives with this questionnarie.

2. What are the most commonly expressed reasons for the student to enroll in the program? _______________________
____
____
____
____
____
____
____

3. Is a cumulative record maintained for each student, in addition to ABE Student Information Form required by the state office of ABE? Yes _______ No ________
If yes, please include a copy of the cumulative record with this questionnarie.

If yes, who maintains the cumulative record and where is it kept? ____
____

B. Recruitment, retention, and follow-up of students

1. Has a survey been conducted in your area to determine the number and location of potential students for ABE?
Yes________ No _________
If yes, what agency conducted the survey?
____

2. Who is responsible for recruiting students for your program? ____
____

3. What means do you use to publicize the program? ________
____
____
____

4. Describe briefly the recruitment procedure which is followed by your program. ____________________

5. What means have you found to be effective in recruitment?

6. What procedures are followed to identify and encourage potential dropouts to remain in the program? ____________

7. What procedures are followed to follow-up graduates or dropouts from the ABE classes? ____________

8. What provisions are made to assist students to obtain occupational training, find jobs, or better employment?

9. Describe briefly the relationship your program has with other agencies which work with ABE students. (e.g., CAMPS, CAP, Public Health Office, Employment Security, Civic and Church organizations, etc.)

Agency or Organization	Relationship

If this is your first term of operation, check this item and do not answer questions 10, 11, & 12. ______

10. During the entire period that your program has been in operation, what percentage of your students who started at a given level completed that level?

Level I ________%

Level II ________%

Level III ________%

11. What percentage of your students remain in your program and continue on to the next level?

Level I to Level II ________%

Level II to Level III ________%

12. What is the approximate period of time in clock hours needed for students to complete:

Level I _______hrs.

Level II _______hrs.

Level III _______hrs.

13. How do you determine the level at which a student should begin? ____

____

____

13. Cont. ____

____

____

____

____

____

____

C. Curriculum

1. Does your program follow the curriculum guide provided by the State Department of Adult Basic Education?

   Yes ______ No _______ Partially _______

2. Does your program have a locally written curriculum guide?

   Yes ______ No _______ Partially _______

   If no, who determines what the curriculum program shall be? ____

   ____

3. What provisions are made for local formal or informal evaluation of the ABE Program? ______________________

   ____

   ____

4. Would you characterize the materials you use in your program as being:

   Traditional ________ Programmed _______ Balanced _____

5. Please list the standardized tests used in your program and explain the purpose or use of the test.

Name of test:	Purpose of test:
__________________________	__________________________
__________________________	__________________________
__________________________	__________________________
__________________________	__________________________
__________________________	__________________________
__________________________	__________________________

   Do you also use test results obtained from other agencies?

   Yes _______ No _________

   If yes, please list the agencies:

   ____

   ____

   ____

   ____

6. Please list the principal text books or textbook series, workbooks, and programmed instructional books used in your program:

Title:	Publisher:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

7. Please list all principal audio-visual equipment and instructional materials which are made available to your teachers:

Audio-visual equipment:	Instructional Aids:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

8. Do you maintain a library of appropriate materials for your ABE Program? Yes ______ No _______

If yes, how would you judge your library?

Inadequate ______ Adequate _______ Excellent_______

If judged inadequate, what provisions have been made for students to obtain additional material?_______________

____

____

____

9. Have resource people been used in your program?

Yes _____ No _____

If yes, please indicate the subject area and how the resource person was utilized:

Subject Area:	Utilization:
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

D. Records Maintenance

1. Please indicate which of the following records are maintained by your office. If any of the records are maintained, but not in your office, please indicate where they are maintained:

		If No-where?
Fiscal accounting records.	Yes___No___	_______________
Attendance records.	Yes___No___	_______________
Visual test records.	Yes___No___	_______________
Hearing test records.	Yes___No___	_______________
Student educational progress records.	Yes___No___	_______________
Anecdotal records.	Yes___No___	_______________
Counseling records	Yes___No___	_______________
Other, please specify:		
____________________	Yes___No___	_______________
____________________	Yes___No___	_______________
____________________	Yes___No___	_______________

2. What provisions are made for the retirement for teachers?

Social Security _______ State Teachers' Retirement Plan____

Local Teachers' Retirement Plan _______

Other Plan ____

E. Student services

1. What student services are funded through ABE for the Students?

________Counseling

________Health Services

________Placement

________ _____________

________ _____________

2. What services are available to the students through a cooperative arrangement with external agencies?

________Counseling

________Health Services

________Social and family

________Placement

________Welfare

________ _______________

________ _______________

________ _______________

F. Pre-service and in-service training

1. Do new teachers receive pre-service training offered by your local program? Yes ______ No ______

If yes, what is the length of the pre-service training in clock hours? ________ hrs.

Briefly describe your pre-service training program.

____

____

____

____

____

____

____

____

____

2. Was any in-service training provided locally for your teachers during the last year? Yes _____ No _____
If yes, what was the nature of the in-service training?

G. Teacher recruitment

1. What are your primary sources and basis for teacher selection? (What do you look for in a teacher?)

2. What procedures are followed in assigning teachers to the classes they teach? ______________________

H. General information

1. If funds were available, what changes would you make in your program operation? ______________________

2. If funds were available, approximately how many additional students could you serve? ____________________

3. Please describe any new or innovative approaches to teaching, counseling, recruiting, etc., that have been found to be helpful in your program.

IV. This section requests information pertaining to the professional preparation and experience of the administrative and teaching personnel of the program. Attached are personal data sheets for every member of the administrative and teaching staff. Please complete the information requested for each person. You may wish to have the individual complete the personal data form. If you choose to do this, please require the forms be returned to you within a day or two.

Name of ABE Program ______________________________

Location ____

Director or Coordinator Information

1. Name ____________________________________
2. Title ___________________________________
3. What percentage of your working time is devoted to the ABE Program? ______________%
4. What percentage of your ABE time is devoted to administrative work? ________%
5. What percentage of your ABE time is devoted to teaching? __________
6. Complete the following:
   A. Educational background ______________________________
   ____
   B. Administrative experience ______________________________
   ____
   C. Adult education experience (not ABE) ______________________
   ____
   D. Adult Basic Education experience ______________________
   ____
   E. What training have you had in Adult Basic Education? ________
   ____
   ____
   F. What are your specific duties? ______________________________
   ____
   ____
   ____
   ____

Name of ABE Program ______________________

Location ______________________

Teacher Aide and Volunteer Information

1. Name ______________________ Sex: M___ F___
2. Does the teacher aide receive pay for helping teachers? Yes___ No__
3. Has aide previously been a student in Adult Basic Education? Yes _____ No. _______
4. Indicate the highest educational level of teacher aide:
    1. Less than eighth grade _______
    2. Completed eighth grade _______
    3. More than eighth grade but less than high school _______
    4. High school _______
    5. Some college education _______
    6. Bachelor's degree _______
    7. More than a Bachelor's degree _______
5. What are your specific duties? ______________________

____

____

____

____

Name of ABE Program ______________________________

Location ____

Teacher Information

1. Name ____ Sex: M__ F__

2. Subject or subjects taught ______________________________________

3. Please complete the following information pertaining to the class or classes taught by the teacher:

Grade level or levels	Number of Classes	Total Number of Students	Time & Day class meets (e.g. MWF 8 a.m.- 4 p.m.)	Location of classroom (e.g. Sr. High, Church, Home)

4. Indicate the type of teaching certificate (not ABE certificate) held by the teacher:
    1. Elementary ________
    2. Secondary ________
    3. Both elementary and secondary _______
    4. Holds no certificate ________

5. Indicate the highest educational level of teacher:
    1. Less than high school __________
    2. High school ____________
    3. Bachelor's degree __________
    4. Master's degree __________
    5. Higher than master's degree _________

6. Indicate the number of years of teaching experience of the teacher prior to entering present ABE teaching position:

   A. Number of years teaching ABE classes ________

   B. Prior teaching experience

      a. No previous teaching experience ______

      b. Elementary school ________

      c. High School ________

      d. Adult education _______

      e. Other (Please describe below) _______

      ____

7. If this teacher received in-service training during the previous year (including this past summer) please indicate who sponsored the training.

   A. Local institution ________

   B. State (do not include the annual in-service meeting in Jefferson City) ___________

   C. Federal (summer institute) _________

8. Is the room in which your class meets adequate for your teaching purposes? Yes ____ No _____

   If no, what improvements might be made? ______________________

   ____

   ____

Name of ABE Program ______________________________

Location ______________________________________

Supervisory and Related Services Personnel

(Counselors, Recruiters, Nurses, Researchers, etc.)

1. Name ____

2. Title ____

3. What percentage of your working time is devoted to the ABE Program? ____________%

4. What percentage of your ABE time is devoted to administrative work? ______________%

5. What percentage of your ABE time is devoted to teaching? ________%

6. Complete the following:

   A. Educational Background ____
   ____

   B. Professional experience related to present job assignment in ABE ____
   ____

   C. Adult Education experience (not ABE) __________________________
   ____
   ____

   D. Adult Basic Education experience ______________________________
   ____
   ____

   E. What training have you had in Adult Basic Education? __________
   ____
   ____

   F. What are your specific duties? ________________________________
   ____
   ____
   ____

Appendix C

FOLLOW-UP SURVEY QUESTIONNAIRE

We have been asked to suggest improvements for adult education classes operating in the State of Missouri. You have been selected as one who attended an Adult Basic Education Program in your community to help us in deciding what suggestions to make.

You can help us, as well as adults who might attend ABE classes in the future, by answering the questions which follow and returning this letter to us in the enclosed envelope. Your name and answers will not be disclosed.

1. Did you complete the ABE program? Yes___ No___ If no, why did you stop attending classes?

2. Are you continuing your education beyond the ABE program? Yes___ No___ If yes, in what kind of program are you enrolled?

3. Were you employed at the time you entered the ABE classes? Yes___ No___ If yes, what type of work were you doing?

4. Are you employed at present? Yes___ No___ If yes, what type of work are you now doing?

5. If you are not attending any class at present, would you like to attend some kind of class? Yes___No___ If yes, what kind of class would you like to attend?

6. Do you feel attending adult education classes helped you in any of the following ways:

    A. Obtained a job, a better job, or improved your income? Yes___ No___ If yes, how?

    B. Became less dependent on others? Yes___ No___ If yes, how?

    C. Was this a good influence on your family? Yes___ No___ If yes, how?

    D. Gained confidence or improved yourself? Yes___ No___ If yes, how?

    E. More able to assume adult responsibilities? Yes___ No___ If yes, how?

7. What was your goal, or what did you want to get out of the classes, while you were attending the ABE program?

8. Do you feel you reached your goal? Yes___ No___

9. Please suggest ways the classes might be improved.

Table 18

Per Student Cost
and
Per Instructional Hour Cost
1965-68

(In Dollars)

Program Number	Per Student Cost			Per Instructional Hour Cost		
	1965-66	1966-67	1967-68	1965-66	1966-67	1967-68
101	*	287.51	114.18		51.16	5.54
102	56.71	127.22	104.52	8.24	7.04	7.82
103	67.24	52.41	93.94	12.33	10.04	9.79
104		82.29	268.40		52.57	15.53
105	252.83	96.53	127.67	10.53	33.69	10.28
106	148.33	57.12	125.60	88.07	6.97	22.98
107	128.97	253.48	351.16	17.46	12.20	16.88
108			69.55			13.85
109	65.89	122.76	156.56	11.28	9.65	11.86
110	89.22	121.56		29.94	10.57	
111	131.91	188.17	151.12	6.26	14.47	15.11
112	216.56	381.34	335.54	11.02	11.03	9.59
113		66.39	67.13		8.14	9.77
114	345.63	57.06	72.49	246.13	18.43	24.11
115		42.93	76.05		6.80	6.65
116	45.47	154.52	146.31	16.59	35.00	10.22
117	237.13	314.22	226.97	19.76	12.90	13.24
118	25.43	143.74	94.86	31.79	8.98	19.15
119	131.08	190.12	146.52	11.84	11.34	10.71
120	97.74	97.58	63.90	13.47	16.75	12.28
121		123.24	102.72		17.72	18.40
122	23.59	165.08	158.53	5.13	56.81	4.62
123	85.34	110.60	172.71	11.61	12.57	20.02
124	62.14		129.00	15.14		11.65
125	103.49	78.61	63.35	17.08	12.80	13.19
126	71.94	136.41	88.52	3.00	4.66	9.33
128	30.96	81.71	84.24	6.64	16.76	19.84
129	48.99	53.67	91.11	18.52	6.50	7.32
130	78.91	110.88		6.90	11.31	
131	66.81	74.28	240.19	12.73	2.31	12.48

Table 18 Cont.

Program Number	Per Student Cost			Per Instructional Hour Cost		
	1965-66	1966-67	1967-68	1965-66	1966-67	1967-68
132	77.68	299.80	427.92	12.13	18.74	15.63
133	154.91	59.66		15.11	11.93	
134	42.25	72.08	64.57	20.14	2.95	9.51
135	51.94	67.57	48.68	13.71	10.39	9.01
136	96.86	84.02	122.34	14.68	8.50	9.94
137	93.76	138.66	183.60	24.48	5.14	10.04
138	85.18	122.06		11.14	10.31	
139	117.57	125.48		13.74	17.84	
140	65.55	91.20		2.80	4.43	
141	98.69	118.33		11.32	13.27	
142	54.99	94.42		7.56	9.27	
143	38.01	119.33	129.27	9.18	9.02	9.70
144	69.95	45.04	58.02	9.26	6.79	6.13
145	92.05	69.97		10.49	16.52	
146	80.19			8.46		
147	36.02			12.00		
148	78.90			25.64		
149	64.69			13.27		
150	88.06			14.31		
151	283.11			34.08		
152	47.92			6.69		
153	91.95			14.81		
154	77.95	53.26		13.64	7.66	
155	111.18			10.67		
156	17.48			11.36		

---

*A blank space indicates the program did not opperate during that year.

Table 19

PERCENT OF TOTAL EXPENDITURES BY LINE ITEM

1965-69*

		Administration and Supervision	Teachers	Counselors	Teacher Aides	Secretarial & Clerical	Fiscal	Recruiters	Custodians	Consultants	Instructional Supplies	Employers Benefits	Maintenance	Purchase of Equipment	Rent	Utilities	Pre-service & In-Service Training
Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
101	1966-67	13	30	5	10	6					5	3		6	3	1	18**
	1967-68	22	13	5	16	8					11	3			3		18**
	1968-69	9	34	8	15	3		2	1		8	6		2	2	2	7**
102	1965-66	8	73			1	2	2	4		6	2		2			
	1966-67	6	79				2	2	3		2	4			2		
	1967-68	10	63			2			2		2	4		11	4		1
	1968-69	14	36	2	3	5	1		4		6	3		18	6		1
103	1965-66		41			7		11	6		21	3				12	
	1966-67	14	47			8			8		8	4				7	2
	1967-68	10	51			15			12		5	4					2
	1968-69	15	38			11		5	8		13	5					6
104	1966-67	26	30		5				12		5	4				17	2
	1967-68	25	35		1				6		2	3				24	1
	1968-69	19	28	9	3	1		5	4		6	4				19	1
105	1965-66	9	47	9		4			5		12	4		2		7	
	1966-67	9	43	7		5			7		12	5				8	6
	1967-68	10	49	3		8			7		11	5				7	
	1968-69	28	36	4		3			4		19	6					

Table 19 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
106	1965-66	16	6			4			1		30	1	1	35		2	
	1966-67	14	82									4					
	1967-68		60			2			4		5	3		23			2
	1968-69	5	76	5				5			3	6					
107	1965-66		23			5		2	5	3	28	2		24		3	
	1966-67	7	65			5			6		10	4				3	
	1967-68	9	30			15		6	15		15	3				6	1
	1968-69		41			11	7	11	11		5	5				10	
108	1967-68	14	40			12		7			13	3				8	2
	1968-69	12	46	10	3	11		1			8	3		6			
109	1965-66		65			2					22	3		8			
	1966-67	27	50			7					10	4					2
	1967-68	24	54		3	8					7	3				1	
	1968-69	20	46	7		11		3			5	4				2	2
110	1965-66	16	16			3					16	1		43		6	
	1966-67	31	51								4	5					8
	1968-69	9	56	4		5			4			9	4			9	
111	1965-66		78			5					7	3	1				
	1966-67	10	66			6			6		4	3					3
	1967-68	10	64		7	2		2	2		2	4					3
	1968-69	10	38	9	17	10					8	3					3
112	1965-66	19	45			5					12	3		8		7	
	1966-67	18	45			4					16	3		6		10	
	1967-68	23	50			6					2	3				14	
	1968-69	29	55			6					4	3				3	
113	1966-67		61		11				12		6	6				7	
	1967-68		52	9	6	3			12		9	4				5	
	1968-69		53	9	6				10		8	6				6	2

Table 19 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
114	1965-66	15	3			5		1	6		20	2	2	47			
	1966-67	18	39			5		9	6		5	4				16	
	1967-68	25	30	9		5		9	4		4	3				14	
	1968-69	18	29	7		4	3		6		10	4	1	10		7	1
115	1966-67		74			9					11	4				3	
	1967-68		76			5			7		5	4				3	
	1968-69	10	67			3			4		5	7		2		2	
116	1965-66		42		1	2		1	2		19	2		23		7	
	1966-67	7	59		4	2		1	1		8	3		4		10	
	1967-68	6	56	5	3	2		1	1		10	3				11	2
	1968-69	6	68		3	2		1	1		6	4		4		5	1
117	1965-66	12	22	12		4		3	2		20	2		24			
	1966-67	17	38	18	4	2		3	4		3	3				7	
	1967-68	18	37	18		3	5		4		6	4				8	2
	1968-69	19	41	9	5	3			3		5	5			8		3
118	1965-66	4	22						8		50					16	
	1966-67	6	57						14		10	3				11	
	1967-68	5	26			7		5	5		25	2		2		19	3
	1968-69	6	30	2		9		2	6		21	2		2		15	4
119	1965-66	9	42		14	3			3		13	2		5		9	
	1966-67	12	42		10	3			4		8	3				15	
	1967-68	13	45			3			6		12	3		5		15	
	1968-69	12	48		4	3			7		8	3				14	
120	1965-66		41			7			2		27	2		7		9	
	1966-67	9	36			1			6		19	3		17		8	
	1967-68	7	55		2	3		2	14		5	4				5	3
	1968-69	14	47			3			7		10	3		7		8	

Table 19 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
121	1966-67	28	35								30	3		1		2	
	1967-68	42	35								17	3		3		1	
	1968-69	45	36								6	5		4		4	2
122	1965-66		45								32	10				13	
	1966-67	6	54	10		8					11	5			7		
	1967-68	1	52	11		7			4		8	5		4		4	
	1968-69	6	42	15	11	4	1		4		11	6		3			
123	1965-66	5	41			7			6		19	2		8		9	
	1966-67	10	43			6			11		7	3				19	4
	1967-68	12	35			7		7	7		6	3				19	2
	1968-69	11	46			7			7		6	4				19	
124	1965-66	14	53					6	4		29					1	
	1966-67	30	44			8			4		16	4				1	3
	1968-69	19	47			5		2	5		15					5	1
125	1965-66	31	38			4					17	3		7		5	
	1966-67	37	44			5					10	4					
	1967-68	37	45			5					11	2					
	1968-69	32	43	4		4					9	4		1		2	
126	1965-66		40			5					25	3		28			
	1966-67		81			10					3	5					
	1967-68		85			5					2	7					
	1968-69		67		12	5					9	10					
128	1965-66	17	8					30	5		37	4					
	1966-67	38	35	1		11		2	3		9	5					
	1967-68	41	25			13		3			4	5		9			
	1968-69#	10	34			20		3	5		16	6	3				4
129	1965-66		60			1			2		20	2				14	
	1966-67		79						2		11	4				5	
	1967-68		77						2		5					4	3
	1968-69	9	35	9	5	2			1		12	3				4	2

Table 1 9 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
130	1965-66		69								15	3		10		5	1
	1966-67		85			3					3	4				6	
131	1965-66		30								33	1		35			
	1966-67		87			5					3	5					
	1967-68	11	29			5			1		32	3		20			
	1968-69#	18	50			7	3		8		4	6		1		2	1
132	1965-66		63			5			7		6	3		15			1
	1966-67	34	27			9			9		5	4		6		6	
	1967-68	33	30			11			8		7	4				7	
133	1965-66		45			3		2	3		19		2	17		9	
	1966-67		52			7		11	11		6					15	
134	1965-66	14	12	5		12					37			17			
	1966-67	15	33	11	8	21					11						
	1967-68	14	41	10	2	18					18						
	1968-69#	14	51	7		19					9						
135	1965-66		39	4		4			6		21	2		17		8	
	1966-67	10	49			5			6		20	3				7	
	1967-68		55	8		8			6		7	5				10	
136	1965-66	25	33			13			10		14	4		4		6	
	1966-67	11	58			6			8		9	4				9	
	1967-68	13	50			7			6		7	4				11	3
137	1965-66	6	60			7			6		1	1		20			
	1966-67	6	65			7			7		3					12	
	1967-68	8	56			12			6							15	2
138	1965-66	8	40			1			4		17	2		23		4	1
	1966-67	13	42		3	1			3		16	4		10		3	5

Table 19 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
139	1965-66	2	29	2		1			2		25		1	29		7	
	1966-67	7	66			5			6		10	4				3	
140	1965-66		39			4					26	2		29			
	1966-67		80			2					10	5		3			
141	1965-66		22			6		4	3		46	2		12			
	1966-67	18	39			4		5			16	2				14	
	1968-69	19	33	7	17	1		2			9	6				7	
142	1965-66		50	12		4			7		3	4		20			
	1966-67	19	54			5			8			5				4	4
143	1965-66		54			2					33	1				9	
	1966-67	21	55			2					11	3				8	
	1967-68	20	52			3					14	3				9	
	1968-69	22	42			5					9	5			16		1
144	1965-66		54			7			3		16	3		17			
	1966-67		83			7										9	
	1967-68		82						8							11	
145	1965-66		48	17		2			4		20	4				6	
	1966-67		50	9		5			8		11	4				13	
146	1965-66	15	30	15					6		16	3				15	1
147	1965-66		42			9			4		29	2		13			
148	1965-66		20			8		9	6		24			24		10	
149	1965-66	27	38			4			8		4	3		15			
150	1965-66	9	49	9		2		3	6		14	4		4			
151	1965-66	15	55		3	4		2	4		8	3				6	

Table 1 9 Cont.

Program Number	Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
152	1965-66	11	37	4	13	3			3		12	3		8		9	
153	1965-66	23	34	6		13			6		6	3				11	
	1968-69	17	46	3	10	3			2		12	2				5	
154	1965-66		40	5	15	8			5		12	3	4		9		
	1966-67	15	41			12			5		4	5			17		
155	1965-66		29	13	9	3			2		12	2		27		2	
156	1965-66		47	3		4			3		21	3	2			17	
157	1968-69	6	58			4			1		20	3				5	3
158	1968-69		83								14						3
159	1968-69	14	20	10	8	3	5	8	4		7	7		9		4	
160	1968-69	5	30	3	10	9		3	5		17	5	2	2		5	5
161	1968-69		72								22						6
162	1968-69	8	44	12	12	2					14	6				2	
163	1968-69	9	48	6	7						18	6				7	
164	1968-69	7	44	3		1					13	4		25			3
165	1968-69	6	62			1					26	3				2	
166	1968-69	6	43	5		4		2	9		17	3					11
167	1968-69		58			21					12	4				5	
168	1968-69	6	44	6	12	2					23	3				3	

* 1968-69 percentages represent budget authorizations ** represents an overhead charge
# represents a change in sponsoring agency

Appendix E

Suggestions for Cumulative Record

A. Personal Data Form

1. Program identification information and student number.
2. Name and address of student
3. Telephone number
4. Date of birth or age
5. Sex
6. Race (for demographic purposes only) or ethnic background
7. Date of entrance
8. Location of previous attendance in ABE class, if any
9. Highest grade completed in school
10. Location of previous school attendance by State
11. Reason for leaving school: illness, had to support self, had to support family, preferred work to school, had to work on farm or in family business, trouble with teachers or school authorities, poor grades, marriage or pregnancy, and others as desired.
12. Post school training: Work Experience Program, Adult Vocational Training, Military Occupational Training, Manpower Development and Training Program, other Adult Literacy Programs, no post-school training.
13. Employment data: Employed full-time (at least 30 hours per week), unemployed but seeking, employed part-time, not seeking. If not employed full-time, the main reason is: unable to find work, keeping house, in school, retired, other.
14. Work Experience: Present job, type of job held in previous five years.
15. Work preference: Type of job they would like to have someday.
16. Marital Status: Single, married, divorced, separated, widowed.
17. Family Data: total number of children, number of school age children in home, other residing in home: parents, grandparents, aunts, uncles, or friends.
18. Is this person the head of the household? The principal wage earner? A contributing wage earner?
19. Estimated earnings one year prior to entering the program:
    - 0-999
    - 1000-1999
    - 2000-2999
    - 3000-3999
    - 4000-4999
    - 5000 or more
20. U. S. citizen? Yes ____ No ____

21. Method of learning about the program: Friend, employer, school notice, welfare office, recruiter, newspaper, television, radio, poster, flyer, church, neighborhood center, and other (to be named)
22. Reason for entering program: To be able to help children, secure eighth grade certificate, secure GED, to learn to read and write better, to get a job, required by employer, to get a better job, to keep job, to secure promotion, to improve self, obtain citizenship, to be able to read the Bible, to be able to read letters from relatives, other (to be named)
23. Date of leaving program
24. Reason for leaving: conflict with work, no transportation, illness, pregnancy, no baby sitter, lack of interest, lack of progress, conflict with teacher, personal problems in home, entered into training program, obtained a job, other (to be named), and unknown
25. Change of mailing address or telephone number

B. Test Record

1. Name of student and student number
2. Dates of testing
3. Name and form of test used
4. Grade equivalents by subject matter
5. Increase or decrease by subject matter
6. These may be optional: Number of hours of instruction between testing and a graphic representation of the Student Profile

C. Anecdotal Record: There are, of course, no specific items which should be recorded in this record, because by its very nature entries are made only when something worth recording happens. What follows, then are suggestions about the type of entries that might be recorded:

1. Notes pertaining to personal problems which are not of a confidential nature
2. Remarks made by the student about how the program has helped him
3. Remarks about how the student's attendance in the program has benefited his family
4. Entries about different things the student can do now which he could not do before the program.
5. Expressions of dissatisfaction with the program
6. Notes about the student's behavior in class which might be condusive, or disruptive, to class instruction
7. Comments by the student about an improved job or income as a result of ABE

8. Comments about behavior, both personal and social, or the student which might be helpful in a counseling situation
9. Comments about improvement in personal and social behavior of the student

These are but a few of the many types of entries which might be entered in the Anecdotal Record.

Appendix F

Suggestions for Data Bank

A. Identifying Data. A number could be used which would identify the following:

1. The program
2. A center within the program
3. A teacher in the program or the center
4. A student number for students enrolled in the teacher's class.

B. Types of data to be stored.

1. Cost of operation data for local programs. Budget authorizations could be stored and as reimbursements are made the amounts could be fed into the computer and the balance obtained by line item. A column for expenditures which did not appropriately correspond to a line item might be added and labeled Miscellaneous.
2. Information from the Personal Data Form.
3. Information from the ABE Student Information Form.
4. Test results for each student to be submitted at the end of the first two weeks and quarterly for students who enroll after the first two weeks. Test results are also submitted at least one other time during the year.
5. Attendance record for each student to be submitted quarterly, along with information about the number of hours instruction in each subject matter area.
6. Quarterly Report Form Data. To obtain more meaningful data, it might be necessary to require one additional report. This additional report could be submitted at the end of the first two weeks of operation each year. It would contain the number of students enrolling for the first time and the number of students returning from the previous year.
7. Follow-up data. Addresses for students could be stored. It might be advisable to randomly select a sample of students to be followed up as the students enroll. This would mean that only the names and addresses of adults to be used in the follow-up study would have to be stored. Also, if students knew they were to be contacted in the future, they might keep address changes up-to-date better. Another way would be to store all names and addresses then randomly select the sample to be used.

In addition to the above, the follow-up instrument could be devised in such form that the data could be coded and the computer used for analyzing the results; thus, a larger sample could be used. Another point to be made is that mailing labels could be printed out by the computer to facilitate mailing, if a mailed survey instrument were used.

C. Use of the Date Bank.

1. Cost of Operation (local)
    - a. Internal audit (this may not be needed)
    - b. Total expenditure by line item
    - c. Grand total of expenditure
    - d. Percent of expenditures by line item
    - e. Per student cost
    - f. Per student/hour instructional cost
    - g. Other information as desired

2. Cost of Operation (State summary statistics)
    - a. Total expenditures by line item
    - b. Grand total of expenditures
    - c. Percent of expenditures by line item
    - d. Average per-pupil cost
    - e. Average per student/hour instructional cost
    - f. Other information as desired

3. Demographic data (State and local)
    - a. Distribution by age, race, sex, marital status, employment status, number of dependents, educational level
    - b. Total enrolled, dropped, and graduated

4. Test Results (State and local)
    - a. Increase or decrease by student by subject
    - b. Average increase or increase by subject
    - c. Average number of hours instruction received

5. Comparative Data
    - a. Dropout rate
    - b. Retention rate from year to year
    - c. Principal reasons for dropout
    - d. Graduation rate
    - e. Average hours attendance for graduates and dropouts
    - f. Average increase or decrease for graduates, and for dropouts when tested prior to leaving.

6. Follow-up (State and local)

    a. Print mailing labels for follow-up
    b. Compute follow-up statistics

7. Completion of annual report (State and local)

8. Data available for numerous types of research

Implementing the Data Bank. No estimation of the cost in developing the data bank has been made. Initial cost for developing the computer program, and key punching the data would be the most expensive phase.

If the Personal Data Form were a self-carbon type of paper, either the original or the carbon could be forwarded to the central storage point where the data could be coded on Digitek forms to be read by a Digitek scanner and the data automatically punched on computer cards according to an established format. Copies of other data could be forwarded at regular reporting times to be punched on data cards for storage.

In all likelihood, six months to a year would be needed to bring the Data Bank to operational status. The facilities of the State Department or the University of Missouri-Columbia appear to be the most reasonable location for the Data Bank.

ERIC Clearinghouse
JUN 6 1970
on Adult Education